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ABSTRACT

This report, the second of two volumes, presents case studies of 16 successful migrant education programs demonstrating "effective" educational practices that could be replicated elsewhere. On the basis of student outcome data, the projects were selected from 153 programs nominated by state directors of migrant education. The 16 projects are located in the: Dysart (Arizona) Unified School District No. 89; Tulare-Kings Counties (California); Pajaro Valley Unified School District, Watsonville (California); Collier County (Florida) Public Schools; Minidoka County School District No. 331, Rupert (Idaho); Fremont County Independent School District No. 215, St. Anthony (Idaho); Princeville (Illinois) Unified School District No. 326; Dodge City (Kansas) Unified School District No. 443; Dorchester County (Maryland Board of Education); Owatonna (Minnesota) Independent School District No. 761; Hancock-Harrison Cooperative (Mississippi); Glendive (Montana) Elementary School District No. 1; Hatch Valley (New Mexico) Municipal Schools; State University of New York (SUNY) College at New Paltz (New York); Snyder (Oklahoma) Public Schools; and McAllen (Texas) Independent School District. Case studies were based on observation of project services; review of project records; and interviews with project staff, students, and parents. Each case study: (1) reviews community and school contexts of the program and the program's historical development; (2) describes services, fundings, administration, facilities, and evidence of program effectiveness; and (3) discusses the potential transfer of the program's effective educational practices to other sites. This report contains 12 references and 33 data tables. (SV)

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HANDBOOK OF EFFECTIVE MIGRANT EDUCATION PRACTICES

Volume II: Case Studies

Prepared Under Contract by:

DEVELOPMENT ASSOCIATES, INC.
Arlington, Virginia

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HANDBOOK OF EFFECTIVE MIGRANT EDUCATION PRACTICES

Volume II: Case Studies

by:

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JoAnne L. Willette
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February 1990

Final Report Prepared for the
U.S. Department of Education
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under Contract No. 300-87-0133

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The study reported herein was performed pursuant to a contract with the United States Department of Education. However, the opinions, conclusions, and recommendations expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred. The amount charged to the U.S. Department of Education for the work resulting in this report is approximately $263,500.

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PREFACE

This document is Volume II of the final report of a study that was conducted by Development Associates, Inc., during 1987-1989 for the U.S. Department of Education's Office of Planning, Budget, and Evaluation. This volume contains 16 case studies of effective programs for serving currently and formerly migrant students during the regular-school-year and summer term. Volume I presents the general findings from an analysis of efforts to improve the performance of migrant students in elementary and secondary public schools (Rudes & Willette, 1989).

The study is a result of the U.S. Department of Education's interest in identifying effective educational practices for educating migrant students. The Department was particularly interested in identifying those practices which could be successfully replicated in other programs serving migrant students.

During the course of this study, data were collected from 148 migrant education programs, which offered a range of services for migrant students and which were located throughout the country. First, telephone interviews were conducted with representatives from each of these sites. Then, case studies were carried out at 16 sites. As a result, the study is based on a wealth of information about diverse efforts that are being undertaken to improve the educational opportunities for migrant students.

Significant guidance was provided throughout the study by James English, our project monitor for the study in the U.S. Department of Education's Office of Planning, Budget, and Evaluation. We gratefully acknowledge his support. The study also benefited from the thoughtful input on substantive and technical issues from Dustin Wilson, William Stormer, and Doris Shakin of the staff of the U.S. Department of Education's Office of Migrant Education.

We would like to acknowledge the support of the study's technical advisers who supplied constructive guidance at key stages during the study: John R. Shaffer, manager, Office of Migrant Education, California State Department of Education; Joseph E. Dunn, consultant, Migrant Student Record Transfer System; Brenda Pessin, director, Illinois Migrant Education Resource Project; Stewart C. Purkey,

assistant professor, Lawrence University; Graham J. Burkheimer, Research Triangle Institute; and Beverly Pringle, Education Intervention Associates. Their assistance in identifying effective programs and reviewing study questionnaires and reports is very much appreciated.

Special thanks are extended to the state directors of migrant education, the local school district administrators, migrant education project staff members, school principals, teachers, aides, migrant students, and migrant parents who were so cooperative in completing questionnaires, permitting interviews, permitting access to records, and in general supplying first-hand information on migrant education project services and operations. The quality of any study ultimately rests on its data, and local school personnel were uniformly willing to help the study achieve its goal. This cooperation is greatly appreciated.

The members of the Development Associates' team who carried out this project are: Blair A. Rudes, project director; Lila Shapiro, migrant education program specialist; and D. Scott Bell, Rene Cardenas, JoAnne L. Willette and Annette Zehler, design and analysis specialists. Site visits for data collection were conducted by Blair A. Rudes, Lila Shapiro, D. Scott Bell and JoAnne L. Willette.

Finally, while we are thankful for the assistance provided by others, the authors alone are responsible for the contents of this final report.

Blair A. Rudes
JoAnne L. Willette
D. Scott Bell
Lila Shapiro

Development Associates, Inc.

I. INTRODUCTION

Background

Since the appearance in 1983 of "A Nation at Risk: Imperative for Educational Reform," there has been a national focus on educational reform activities directed toward improving students' performance in school. Paralleling this movement, there has been a continuing concern in educational research with factors that are related to improved academic achievement.

In the authorization of the Migrant Education Program (MEP) as part of Title I of the Elementary and Secondary Education Act, amended by Chapter 1 of the Education Consolidation and Improvement Act (P.L. 97-35), there was a recognition that special factors exist which interfere with migrant students' ability to obtain an equitable education. Migrant students face problems, such as discontinuity in instruction due to their high degree of mobility, which are not shared by other disadvantaged children. Any definition or application of effective practices for migrant students must take such differences into account.

A Profile of Migrant Students

Approximately 350,000 students are served through the Chapter 1--Migrant Education Program, of whom 75 percent are Hispanic, 12 percent are white non-Hispanic, 4 percent are black non-Hispanic, 3 percent are Asian or Pacific Islanders, 2 percent are American Indians/Alaska natives, and 4 percent are of other or unspecified race (Henderson, Daft & Gutman, 1989). Of the students served by the program, 47 percent are currently migrant, meaning that they have moved across school district lines at least once during the past 12 months, while the other 53 percent are formerly migrant, meaning that they have moved across school district lines at least once in the past five years but not within the past 12 months.

The migrant student population as a whole shares nearly all of the characteristics of other disadvantaged student populations, including low socioeconomic status, limited English proficiency, poor health, low parental aspirations for their children's education, high dropout rate, etc. But for migrant students, the deleterious effects of these factors are compounded by the students mobility and the resulting interruptions in their schooling (Interstate Migrant Education Council, 1987; Johnson, 1985). Furthermore, migrant students receive their education primarily in rural schools which are generally less equipped than urban schools to provide the specialized services needed to assist such disadvantaged students.

Study Purpose

The present study was designed to accomplish three major objectives: (1) to identify effective migrant education projects, as reflected in significant gains in academic achievement or other student outcomes (e.g., decrease in dropouts, improvement in attendance); (2) to describe in individual case studies the major characteristics and services of these projects which contribute to the positive student outcomes; and (3) to isolate the practices which could, potentially, be replicated in other schools and school districts serving migrant students.

An "effective" migrant education practice is not, necessarily, an "innovative" or "unusual" practice. Even though the migrant student population has some unique characteristics, the practices which contribute to migrant student success are often those that are effective for students in general (e.g., teacher use of praise, good classroom management practices). Furthermore, the migrant education program as a compensatory education program shares many characteristics with other compensatory education programs including the following, used by the Chapter 1 Effective Compensatory Education Project Recognition Program (Griswold, Cotton & Hansen, 1986):

- Clear project goals/objectives;
- Coordination with the regular school program/other special programs;
- Parent/community involvement;
- Professional development and training;
- Strong leadership;
- Appropriate instructional materials, methods, and approaches;
- High expectations for student learning and behavior;
- Positive school/classroom climate;
- Maximum use of academic learning time;
- Closely monitored student progress;
- Regular feedback and reinforcement;
- Excellence recognized and rewarded; and,
- Evaluation results used for project improvement.

At the same time, the migrant education program serves a particular population--migrant students--with special characteristics and needs. Thus, one might anticipate that certain of the practices found in effective migrant education

projects would be particular to migrant education. Through a review of the literature on migrant education and rural schools and discussions with the study's technical advisers, the following attributes were identified as potentially characteristic of effective migrant education projects:

- Community support for the program;
- Coordination between regular and summer programs;
- Coordination between sending and receiving schools;
- Coordination between the migrant program and other agencies serving migrants;
- Thorough outreach efforts;
- Thorough recruitment efforts;
- Support services geared to promoting students' learning potential (e.g., medical, dental);
- Support services that encourage/maintain students' interest in attending school (e.g., cultural activities, extracurricular activities);
- Understanding of the migrant lifestyle by staff;
- Parent involvement practices; and,
- Coordination of instruction with other teachers, with other programs.

A major purpose, therefore, of the data collection and analysis for this study was the verification that the attributes given above were present at effective migrant education project sites. In addition, every effort was made to determine whether there were any additional features of effective migrant education projects which contributed to their success.

Overview of the Study Design

During the spring of 1988, study staff obtained nominations of effective migrant education projects from state directors of migrant education and a review of projects recommended for the Chapter 1 Effective Compensatory Education Project Recognition Program, a review of presentations at migrant stream conferences, and a review of projects whose staff had been recognized by the MSRTS Master Teacher/ Master Health Provider Recognition Program. One hundred fifty-three projects were nominated as a result.

A telephone interview was conducted with each project to obtain sampling information. Of the 153 projects, 148 responded to the telephone interview (five

candidate projects were no longer operational). The surveyed projects were also asked to submit aggregated student-level outcome data to document their projects' effectiveness. Despite repeated call-backs, both to the projects and, where appropriate, to state directors of migrant education, only 63 projects submitted outcome data. A total of 16 projects stated that no aggregated outcome data were available, whereas 69 projects stated that they were sending the data, but it was not received in time for drawing the sample.

The data obtained from the 63 projects were reviewed according to the attributes of effective programs discussed earlier. By this process, 17 projects were selected for data collection and reporting in this study. The selected projects were in 15 states: two each in California and Idaho and one each in Arizona, Florida, Georgia, Illinois, Kansas, Maryland, Minnesota, Mississippi, Montana, New Mexico, New York, Oklahoma, and Texas. Seven of the projects were in the Western migrant stream, five were in the Central migrant stream, and five were in the Eastern migrant stream. There were five regular-school-year projects, seven summer-term projects, and five year-round projects.

Subsequent to the selection of the seventeen sites, the site in Georgia informed study staff that it would not be operational during the summer of 1989 and, thus, could not be included in the study. The names and locations of the visited projects are provided in Exhibit 1. A summary of selected characteristics of the projects is provided in Exhibit 2.

Each project was visited for approximately one week by one staff member.[1] During the site visit, interviews were conducted with district, school, and program staff persons, including migrant education and regular classroom teachers, and with students, parents, and community members. In addition, a range of project services were observed and district and project records were reviewed. Case studies of each project were written based on the on-site data collection.

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[1]The one exception to this was the Region VIII Migrant Education Program in California which, because of its unusually large size and diversity of services, was visited by one staff person for two weeks.

EXHIBIT 1. The 16 Visited Projects

Summer Migrant Education Program
Dysart Unified School District #89
Route 1, Box 703
Peoria, AZ 85345
Tel. (602) 977-7281

Region VIII Migrant Education Program
Tulare-Kings Counties
7000 Doe Avenue, Suite B
Visalia, CA 93291
Tel. (209) 651-3035

Region XI Migrant Education Program
Pajaro Valley Unified School District
201 Brewington Avenue
Watsonville, CA 95076
Tel. (408) 728-6213

Migrant Education Program
Collier County Public Schools
614 South 5th Street
Immokalee, FL 33934
Tel. (813) 657-2533

Migrant Education Program
Minidoka County School District #331
Migrant Education Building
213 South C Street
Rupert, ID 83350
Tel. (208) 436-4727

Upper Valley Joint Migrant Education Program
Fremont County School District #215
Central Elementary School
425 North 3rd West Street
St. Anthony, ID 83445
Tel. (208) 624-7438

Princeville Chapter 1 Summer Migrant Education Program
Princeville Grade School
602 North Town Avenue
Princeville, IL 61559
Tel. (309) 385-4994

Migrant Education Program
Dodge City Unified School District
1000 Second Avenue, Box 460
Dodge City, KS 67801
Tel. (316) 225-4189

(Exhibit 1, continued)

Dorchester Summer Migrant Education Program
Board of Education
P.O. Box 619
Cambridge, MD 21613
Tel. (301) 228-4747

Owatonna Migrant School
Owatonna Independent School District #76
515 West Bridge Street
Owatonna, MN 55060
Tel. (507) 451-9513

Hancock-Harrison Migrant Education Program
246 Dolan Avenue
Gulfport, MS 39501
Tel. (601) 896-1211

Glendive Summer Migrant Education Program
Jefferson School
P.O. Box 701
Glendive, MT 59330
Tel. (406) 365-4155

Hatch Valley Summer Migrant Education Program
Hatch Valley Municipal Schools
P.O. Box 790
Hatch, NM 87937
Tel. (505) 267-9292

Mid-Hudson Summer Migrant Education Program
Mid-Hudson Migrant Education Center
State University College-New Paltz
P.O. Box 250
New Paltz, NY 12561
Tel. (914) 257-2185

Snyder Secondary Migrant Education Program
Snyder Public Schools
P.O. Box 368
Snyder, OK 73566
Tel. (405) 569-2773

Migrant Education Program
McAllen Independent School District
2000 North 23rd
McAllen, TX 78501
Tel. (512) 686-0515

EXHIBIT 2. Overview of the 16 Visited Case Study Sites

Site	Period of Operation	Migrant Stream	Type of Program	No. of Migrant Students Served		Grades Served	Effectiveness Data
				Current	Former		
Dysart M.E.P. Peoria, Arizona	Regular term	Western	Single LEA	260	515	PK-12	Standard Achievement Gains
Region VIII M.E.P. Visalia, California	All year	Western	Multiple LEAs	3,602	7,818	PK-12	Standard Achievement Gains
Region XI M.E.P. Watsonville, California	All year	Western	Single LEA	4,494	152	PK-12	Graduation Rates
Collier County M.E.P. Immokalee, Florida	Regular term	Eastern	Single LEA	2,709	1,440	PK-12	Standard Achievement Gains
Minidoka County M.E.P. Rupert, Idaho	Regular term	Western	Multiple LEAs	329	141	PK-12	Language Assessment Gains Standardized Achievement Gains
Upper Valley Jt. M.E.P. St.Anthony, Idaho	Regular term	Western	Multiple LEAs	163	225	K-12	Language Assessment Gains
Princeville Summer M.E.P. Princeville, Illinois	Summer term	Central	Single School	71	0	PK-12	Criterion Score Gains Graduation Rates Credit Accruals
Dodge City Summer M.E.P. Dodge City, Kansas	All year	Central	Single LEA	163	225	K-12	Standardized Achievement Gains
Dorchester County Summer M.E.P. Cambridge, Maryland	All year	Eastern	Single LEA	108	139	PK-9	Criterion Score Gains
Owatonna Summer M.E.P. Owatonna, Minnesota	Summer term	Central	Single School	199	22	PK-12	Credit Accruals
Hancock-Harrison Cooperative M.E.P. Gulfport, Mississippi	Regular term	Eastern	Multiple LEAs	158	647	PK-12	Standardized Achievement Gains
Glendive Summer M.E.P. Glendive, Montana	Summer term	Western	Single School	90	0	PK-12	Criterion Score Gains
Hatch Valley Summer M.E.P. Hatch, New Mexico	Summer term	Western	Single LEA	99	51	K-12	Standard Achievement Gains
Mid-Hudson Summer M.E.P. New Paltz, New York	Summer term	Eastern	Multiple LEAs	199	366	K-12	Criterion Score Gains Standardized Achievement Gains Language Assessment Gains
Snyder M.E.P. Snyder, Oklahoma	Regular term	Central	Single LEA	35	35	K-12	Standardized Achievement Gains
McAllen M.E.P. McAllen, Texas	Regular term	Central	Single LEA	1,470	1,140	PK-12	Criterion Score Gains

As noted earlier, one focus of the data collection was on confirming the presence of the attributes of effectiveness at the visited projects. In reality, nearly all of the projects exhibited all of these attributes to a greater or lesser extent. However, as illustrated in Exhibit 3, certain attributes were found to be more prominent than others at each site.

Organization of Volume II

The remainder of this volume consists of the 16 case studies, presented in alphabetical order by state. Each case study begins with an overview of the community and school contexts of the program, followed by a discussion of the program's historical development. This discussion, in turn, is followed by a description of the services offered by the program; the program's funding, administration, and facilities; and evidence of the program's effectiveness.[1] Each case study concludes with a discussion of potentially transferable program practices.

[1]A slightly different organization was required for the case study of California's Region XI (see Case Study IV).

EXHIBIT 3. Attributes of Effectiveness Exhibited by the Visited Projects

	Dysart MEP	Region VIII MEP	Region XI MEP	Collier MEP	Mini-doka MEP	Upper Valley MEP	Prince-ville Summer MEP	Dodge City Summer MEP	Dor-chester Summer MEP	Owatonna Summer MEP	Hancock-Harrison MEP	Glendive Summer MEP	Hatch Valley Summer MEP	Mid-Hudson Summer MEP	Snyder MEP	McAllen MEP
Clear project goals/ objectives		•	•	•			•		•	•			•	•	•	•
Coordination with the regular school program/ other special programs	•	•	•	•		•					•		•	•	•	•
Coordination between regular and summer programs							•	•		•			•	•		
Coordination between sending and receiving schools							•		•	•			•	•		
Coordination between migrant program and other agencies serving migrants		•	•	•	•	•		•	•	•			•	•		•
Coordination of instruction with other teachers/with other programs	•		•	•		•					•			•	•	•
Community support for the program			•	•					•			•	•		•	
Parent/community involvement		•	•	•					•	•			•			•
Parent involvement practices	•	•	•	•			•			•		•	•		•	•

(Exhibit 3, continued)

	Dysart MEP	Region VIII MEP	Region XI MEP	Collier MEP	Mini-doka MEP	Upper Valley MEP	Prince-ville Summer MEP	Dodge City Summer MEP	Dor-chester Summer MEP	Owatonna Summer MEP	Hancock-Harrison MEP	Glendive Summer MEP	Hatch Valley Summer MEP	Mid-Hudson Summer MEP	Snyder MEP	McAllen MEP
Thorough outreach efforts		•	•	•	•		•	•	•	•	•	•	•			
Thorough recruitment efforts		•	•	•	•		•	•	•	•	•	•	•			
Professional development and training	•	•	•	•	•	•			•	•		•		•	•	
Understanding of migrant lifestyle by staff		•	•	•	•	•	•		•	•		•		•	•	
Strong leadership	•	•	•	•				•	•				•	•	•	
Appropriate instructional materials, methods, and approaches	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	
High expectations for student learning and behavior	•		•	•						•	•		•	•		
Positive school/ classroom climate			•	•			•	•	•	•		•				
Maximum use of academic learning time	•		•	•								•		•	•	
Closely monitored student progress		•	•		•	•	•	•	•	•		•	•	•	•	

(Exhibit 3, continued)

	Dysart MEP	Region VIII MEP	Region XI MEP	Collier MEP	Mini-doka MEP	Upper Valley MEP	Prince-ville Summer MEP	Dodge City Summer MEP	Dor-chester Summer MEP	Owatonna Summer MEP	Hancock-Harrison MEP	Glendive Summer MEP	Hatch Valley Summer MEP	Mid-Hudson Summer MEP	Snyder MEP	McAllen MEP
Regular feedback and reinforcement		•	•	•	•	•	•	•	•	•		•	•	•	•	
Excellence recognized and rewarded	•		•	•			•	•			•			•		•
Support services geared to promoting students' learning potential (e.g., medical, dental)		•	•			•	•		•	•		•	•	•	•	•
Support services that encourage/ maintain students' interest in attending school (e.g., cultural activities, extracurricular activities)		•	•	•				•	•			•		•	•	•
Evaluation results used for project improvement	•	•	•	•			•		•	•			•	•		

II. MIGRANT EDUCATION PROGRAM, DYSART (ARIZONA) UNIFIED SCHOOL DISTRICT #89

The Dysart Unified School District (USD) #89 serves several communities including Luke Air Force Base, El Mirage, and Surprise, Arizona. Each community is located on the far northwestern fringe of Phoenix, bordering the retirement communities of Sun City and Sun City West. Despite their proximity to a large metropolitan area, the communities retain a sense of identity and a small town atmosphere and are comprised of a large percentage of Hispanic residents. El Mirage and Surprise had their beginnings as migrant camps during the 1930s. Agricultural use of the surrounding land has decreased as residential housing development has become more economically rewarding. Concurrent with a decline in agriculture has been a decrease in the size of the migrant population. The communities are more stable than in the past and are likely to become even more stable in the future. Nonetheless, sufficient agricultural employment remains to attract migrant labor. Crops include citrus, roses, green onions, lettuce, cauliflower, broccoli, watermelon, and cantaloupe.

The parents of the migrant children are predominantly Hispanic and Spanish-speaking and have relatively low incomes obtained through unskilled labor. Parents tend to be less well-educated than their children and assign a high value to improved education for their offspring. The area schools are respected by parents, yet parents are not generally inclined to become active participants in their children's education. The migrant program is, however, actively and successfully engaged in increasing parental participation. Parents frequently view themselves as undereducated and unqualified--conditions which do not favor active involvement. Parents report being very pleased with the educational opportunities being afforded their children, especially the development of English language skills. Migrant families live primarily in inexpensive, rented houses and mobile homes. Some housing is substandard with some dwellings having no heating, cooling, or indoor running water.

Most students speak Spanish as their first language. There is a range of English speaking ability among students--some are essentially monolingual Spanish-speaking and others are easily bilingual.

The Dysart USD Migrant Education Program serves five schools (three elementary schools, one junior high school, and one high school). At the time of the site visit, there were 260 currently migratory and 515 formerly migratory students being

served by the program. The migrant student population is of 98 percent Hispanic, 0.5 percent black non-Hispanic and 1.5 percent white non-Hispanic; whereas the school population as a whole is 1.2 percent American Indian, 0.8 percent Asian or Pacific Islander, 60 percent Hispanic, 8 percent black non-Hispanic and 30 percent white non-Hispanic. No breakdown by gender was available. Total enrollment for the district is approximately 3,700, with enrollment growing. There has been a decline in migrant student enrollment over the years with a continued decline expected as the demographics of the community change.

Migrant students are served by a variety of programs within the district, some of which are supported by migrant funding and some of which are not. The extent of services provided can be seen through the citation of some representative statistics.

- 153 migrant students received counseling services during the last school year.
- 60 preschool-age migrant children received medical/dental services, and 75 have been enrolled in the preschool program.
- 383 (grades K-6) migrant students were provided with instruction in reading and 344 received instructional support in other language arts (including bilingual education and ESL). Oral language skills instruction was provided to 471 students. 68 secondary level students were instructed in reading.
- 519 migrant students received math instruction.
- 19 migrant students are enrolled in the district's program for the gifted.
- 17 migrant students are receiving services from the handicapped/special education program.
- 10 migrant students are enrolled in the PASS (Portable Assisted Study Sequence) program.

HISTORICAL DEVELOPMENT

The migrant education program operated by the Dysart Unified School District #89 began approximately 22 years ago and none of the originators are still with the Dysart USD. Originally a pull-out program, it has been modified through time so that the only pull-out element remaining is the elementary-level mathematics component. No additional information was available about the circumstances of startup. The project is now well accepted and held in high regard by the local community and within the schools themselves.

THE PROGRAM

The stated goals for the program are listed below. Because of the close relationship between program design and the stated goals, the services provided in support of goal attainment are summarized following each goal statement.

1. Goal - To improve student performance in reading and oral language skills for participating migrant students.

   Services - Students at one elementary school participate in a pull-out reading program wherein a Chapter 1 teacher (there is no migrant reading teacher, per se) is assisted by two instructional assistants (only one of the assistants is paid from migrant funding). Two teachers provide these services, one for grades K-3 and another for grades 4-6. Students are taken to a separate room for instruction in reading and oral language skills. The process at another elementary school is different in that students remain in their regular classroom and are visited by a migrant teacher and two assistants. The regular classroom teacher is present during the times these additional staff are in the classroom. The migrant program director reports that these differences in approach have resulted from administrative/staff preferences at each of the two schools.

2. Goal - To improve the math skills of participating migrant students.

   Services - This goal is supported by a pull-out program staffed by a full-time migrant teacher and one full-time instructional assistant. Staff work at each of the two district elementary schools on alternate days.

3. Goal - To improve the skills of secondary migrant students in subject matter areas of the high school curriculum.

   Services - The reading program provides instruction for students in grades 9-12 at the high school. The program at the high school operates in a separate classroom for four of the six instructional periods of the day. Students are provided with tutorial help in content areas. The teacher is English-speaking and the instructional assistant is fluently bilingual.

4. Goal - To provide basic health service, attendance monitoring, and support services for parents and teachers of all migrant students.

   Services - A full-time health clerk covers both district elementary schools and provides support for maintaining MSRTS (Migrant Student Records Transfer System) health records. This individual also assists the full-time registered nurse in medical, dental, and visual screening activities. A half-time clerk provides similar services at the junior and senior high schools. Additionally, two parent assistants provide support to this component.

5. Goal - To improve the migrant students' physical and mental well-being through a sound nutritional program.

   Services - All services are provided through normal district activities. MSRTS records clerks assist in enrolling qualifying students in the meal program.

6. Goal - To develop the skills needed by migrant preschool children to be successful as kindergarteners.

   Services - A complete preschool program that responds to developmental needs is taught by a full-time teacher who is supported by two instructional assistants. The program is comprehensive and serves three, four, and five year old children. Though funded separately, a parallel Headstart program provides additional opportunities for preschool migrant children.

7. Goal - To provide instruction in career and "survival" skills necessary for migrant secondary student to succeed in a work-study program.

   Services - Regular high school personnel administer the program and migrant funding is used to pay the students hourly wages as they participate in off-campus work-study settings. Migrant program staff monitor the acceptability of work-study positions.

8. Goal - To provide extended day classes for migrant students.

   Services - This component offers students an opportunity for after-school assistance with homework and access to PASS (Portable Assisted Study Sequence) materials. The sessions are open Monday through Thursday of each week. In addition, an evening "family math" course is taught each semester at one of the district's elementary schools and runs 6-8 weeks in length. This basic skills course is open to students and parents.

9. Goal - To provide supervisory and clerical services necessary to support the instructional, health, and nutritional goals for participating migrant students.

   Services - Administrative and secretarial support, MSRTS maintenance, parent training and meetings, and other miscellaneous services are provided in support of this goal.

Identification and Recruitment

MSRTS clerks at each campus have major responsibility for identifying and recruiting students who are eligible for participation in the migrant program. One clerk makes visits to a neighboring school district (having only grades K-8) to provide information to students about the migrant program services available at the Dysart USD high school. These students may choose to attend high school in either of two districts, so it is often to the migrant student's advantage to elect a high school that provides special services. Though the project has advertised,

posted bulletins, and conducted other more formal public relations activities in the past, staff have found that the most potent recruiting tool is word-of-mouth endorsement based upon the perceived success of the project.

Prioritization of Services

Priority is given to currently mobile, school-aged migrant students. Though there is considerable emphasis placed upon the development of English language skills--both speaking and reading--there is also instruction in mathematics. Individualization and small group instruction are routine practices for migrant students with considerable effort expended to assure instructional relevance.

Instructional Services

Educational needs diagnosis is most often accomplished by the individual classroom teacher. Teachers who were interviewed reported that they rely heavily upon teacher-made tests and observation for developing individual skills profiles. Grade placement is normally done by student age.

Migrant students are tested annually using one of three standardized instruments. The Iowa Test of Basic Skills is used for grades 1-8, the Stanford Achievement Test for grade 9, and the Stanford Test of Academic Skills for grades 10-12.

Interviews with both migrant program staff and regular school staff revealed a common concern for student self-image. There is a conscious effort to have students experience academic success as a means of developing greater confidence. Instructional practices were consistent with the stated goal, i.e., students were given work at levels appropriate to their repertoire of skills and received recognition for successful work. During the classroom sessions observed, students seemed informed about learning objectives and wasted little time in completing assigned tasks.

Reading and oral language skills are an integral part of the instructional program at elementary and secondary levels. Language skill development is also a primary focus in the preschool program. Project personnel train parents of preschool children to use a "here and now" method (sometimes referred to as "informational speech") for enriching the child's language experience. Using this technique, a parent describes orally the surrounding environment. For example, a parent who was in the kitchen with a preschooler might say, "Look at this pan. It's called a skillet. See how shiny it is on the outside? Let's see if you can

see yourself in the shiny part. Can you see yourself in there? Look at the inside of the skillet. See how black it is? Here's a spoon that I use to stir food with. It's bigger than the spoon we eat with." Both parents and children are reported to enjoy the process and district personnel see the technique as providing much needed language practice.

Elementary and secondary instructional processes use both commercially and teacher-made materials. During observation of a 50-minute high school reading class, the teacher used a weekly newspaper (News for You, written in English for secondary students) to provide reading material. Students were asked to read three specific articles and to complete the comprehension exercises provided for each on a supplemental worksheet. Students worked independently to read the selections, then worked both individually and in small groups to respond to the comprehension exercises. The English-speaking teacher moved about the room giving individual assistance to bilingual students. The bilingual aide assembled a group of limited English proficient students at a table to offer help in both English and Spanish. One student arrived to class too late to complete the planned assignment and was given an alternative, i.e., to write a letter to the editor on a subject he felt strongly about. The teacher suggested that one topic he might write about could be the fight that had occurred at a school function the night before (a timely, important, and apparently well-chosen subject because the student readily accepted the topic). Students seemed familiar with the routine, willing to do the assigned work, and received individualized assistance appropriate to their needs. During other days of the week, students work on individual skills prescriptions tailored to their level of development by using mostly commercially prepared materials.

Individualized learning prescriptions developed for students are perhaps best described as eclectic and call for the use of a variety of available materials. Students at all levels receive liberal individual assistance from teaching staff while working independently. Most of the materials used are not specially designed for cultural relevance; therefore, regular school teachers and migrant program instructional staff incorporate other ways of recognizing students' cultural heritage. For example, several teachers and staff members take note of Mexican holidays and celebrations such as Cinco de Mayo.

Support Services

The project provides basic health care to preschool migrant children that includes physical examinations for preschool children, health screenings for older migrant students, follow-up medical services, and participation in the Migrant Students Accident Insurance Program. MSRTS health information is considered invaluable by district staff. Counseling services for migrant students enrolled in grades 1-6 are provided by an outside, non-profit firm.

Special Projects

There is a concerted effort on the part of the project director to involve migrant parents in the education of their children. One technique has been to enlist the assistance of migrant parents in fund-raising activities. Though the process does raise some money that is used to supplement available governmental funding, its main value lies in getting parents involved and in making them comfortable in a school setting. The project director reports that parents become less intimidated by schools and teaching personnel and are thus better able to act as advocates for their own children.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

The total project funding for the 1988-89 school year is $392,350 (including indirect costs). The majority of the budget is allocated to instructional personnel.

Staff

Management of the program is the responsibility of a full-time director who has held the position for the past five years and who worked with the migrant program (as a high school teacher working with reading in the content areas) for eight years prior to assuming the directorship. The director holds a master's degree and has completed all requirements for a doctorate except a dissertation. Doctoral level work emphasized the teaching of reading. The director serves as the management liaison to other district administrators and coordinates the efforts of all program staff. The director attends all district administrative cabinet meetings (held every three weeks) as a formal basis for interaction with other administrators in the district. The director also meets with school principals

on a daily basis. Other elements of the director's responsibilities include preparation of the program application, hiring of all staff for the program, and evaluation and internal monitoring of the program and its personnel.

Other project personnel have a variety of duties and work full-time, part-time, and even at two different locations depending upon need. There is a well-defined effort by the program director to use staff resources as effectively as possible by tailoring work assignments to meet local needs. The staffing configuration is perhaps best described by relating it to major program components.

Preschool - One full-time teacher and two full-time instructional assistants.

Reading/Oral Language Development - One half-time teacher and one half-time instructional assistant at the high school (grades 9-12). Two instructional assistants each at two of the elementary schools and two at the junior high school.

Mathematics Tutoring - One full-time teacher who works alternate days at the two elementary schools. On instructional assistant is assigned to each elementary school's math tutoring program.

Work/Study Program - State funding is used to pay staff engaged in the work/study program. Migrant funds are used only to cover student expenses.

Extended Day Program - Two teachers and one instructional assistant are used to staff this after-school component.

Health Services - One full-time registered nurse directs the health services component with the assistance of two full-time health clerks and one half-time health clerk.

Counseling Services - An outside, non-profit consulting firm provides student counseling services.

MSRTS Information - Two full-time and one half-time clerks provide support for MSRTS. One is charged with responsibility for the junior and senior high schools with the other clerks focusing upon elementary levels.

PAR (Parent Assistance/Rapport) Component - Two part-time parents assist in maintaining links between the school and other parents and provide needed support in the health services area.

Audio-Visual Librarian - One full-time individual maintains the A-V library. Funding for the position is covered by a 50/50 split between state and migrant funds.

The Migrant Parent Advisory Committee (MPAC) is composed of 20 currently and formerly migrant parents. Other members of the MPAC include the program director, the migrant program nurse, and one preschool teacher. Parent membership on the

committee is planned to be as continuous as possible with new members being indoctrinated to the MPAC process by others who have served for a longer term. Meetings are normally held once every month with four additional evening "get-togethers" held annually.

The program director reported that there are a total of 13 meetings scheduled for this school year. Because of the relative success of parental participation in the migrant program and because such a large proportion of the student enrollment is classified as migrant, other program units in the school system have begun combining their meetings with those of the migrant program. Bilingual education, Chapter 1, and migrant education now hold joint meetings. Meeting topics include current school activities, activities parents would like to see implemented, and the identification of fund-raising activities that produce supplementary monies to support program objectives.

The migrant program director maintains close and frequent contact with all program staff. The director uses a wide array of techniques for recognizing superior staff performance. These range from the award of certificates of recognition to frequent verbal praise. The program director noted several instances in which migrant staff had recently changed jobs (both within and outside the migrant project). The director has a definite commitment to the upward mobility of migrant program staff and encourages staff to seek new challenges and growth opportunities. Such support from the director has a highly positive effect on staff attitudes and motivation.

Instructional assistants normally attend two to four inservice training sessions per year. These sessions are sometimes sponsored locally and sometimes by the state migrant office. Migrant teachers attend regular district inservice training sessions. The program director plays an active role in assisting the district in the conduct of its inservice sessions, especially in the area of early childhood development.

Migrant Education Facilities

The migrant program administrative staff are housed in a separate building located on the campus of one of the elementary schools. Instructional facilities are clean, well cared for, and attractive. Most of the program's instructional activities take place in the regular school classroom. Pull-out facilities are more than adequate. Worth noting are some of the graphic displays present in the high school migrant program reading room. Two large, teacher constructed posters

identified expectations held for both students and teachers. A student, among other things, is urged to "Share with the teacher anything you think may be keeping you from being a better reader." The poster defining the teacher's job included such items as "Find out what you need to know," and "Make sure the work is right for you." Students at the high school had written brief personal biographical sketches (some in English, some in Spanish) that were posted on a bulletin board. Each biographical sketch was connected to the student's city of birth by a length of yarn.

PROGRAM EFFECTIVENESS

As evidence of effectiveness, the Dysart USD was able to provide average grade-level equivalent scores for migrant students enrolled in grade levels 1-12 for 1986-1988. The scores for grades 1-8 are from the Iowa Test of Basic Skills, those for grade 9 are from the Stanford Achievement Test, and those for grades 10-12 are from the Stanford Test of Academic Skills. These data are presented in Exhibits 4-6. Although the data do not indicate strong gains, they do show that students are holding their own in grades 1 through 6.

Additional information has been collected regarding the effectiveness of the preschool program. Pre-/posttest results on the Brigance Diagnostic Assessment of Basic Skills revealed a mean gain of 19.8 points for three year olds during the 1987-88 school year (N=24) and a mean gain of 25.7 points for the 1986-87 school year. Four year olds showed a mean gain of 15.7 points for the 1987-88 school year and a gain of 14.1 points for the 1986-87 school year.

Grade placements for children who had participated in the preschool program compared to those who had not participated in the preschool program have also been compiled. Normal grade placements occur at a higher rate for children who have participated in the district's preschool program than for those who have not participated. Exhibit 7 summarizes these data.

Although anecdotal in nature, one member of the migrant program staff who has been with the project for 15 years commented, "Now parents wait until summer school is over before they take off to Idaho." This person went on to remark that even though the father may leave in the spring to work elsewhere, the mother often stays in Arizona to keep the family's children in school. Similarly, the mother may return to Arizona early enough in the fall to allow the children to enroll in school. The benefit seen is twofold, i.e., the children spend more continuous time

EXHIBIT 4. Migrant Student Average Grade-level Equivalent Scores for 1988*

Grade	READING N	READING Average Grade Equivalent	LANGUAGE N	LANGUAGE Average Grade Equivalent	MATHEMATICS N	MATHEMATICS Average Grade Equivalent
1	40	1.0	40	1.3	40	1.3
2	40	2.2	40	2.5	40	2.6
3	41	3.1	41	3.8	41	3.3
4	46	4.0	46	4.3	46	4.3
5	43	4.8	43	4.8	43	5.2
6	44	5.4	44	5.8	44	6.0
7	57	5.6	56	5.8	56	6.3
8	29	7.2	29	7.3	27	8.0
9	35	6.7	35	6.0	35	7.4
10	37	7.4	37	7.9	36	8.4
11	11	7.5	11	8.7	11	9.2
12	14	9.3	14	11.2	14	9.9

*Tests: Grades 1-8 Iowa Test of Basic Skills; grade 9 Standard Achievement Test; grades 10-12 Stanford Test of Academic Skills.

EXHIBIT 5. Migrant Student Average Grade-level Equivalent Scores for 1987*

Grade	READING N	READING Average Grade Equivalent	LANGUAGE N	LANGUAGE Average Grade Equivalent	MATHEMATICS N	MATHEMATICS Average Grade Equivalent
1	33	1.1	32	1.3	32	1.4
2	33	2.2	33	2.5	33	2.6
3	46	2.8	46	3.6	46	3.3
4	50	3.9	50	4.2	49	4.3
5	44	4.8	44	4.9	44	5.0
6	49	5.0	49	4.9	49	5.7
7	40	6.9	40	6.9	39	7.3
8	36	6.8	35	7.1	35	7.6
9	43	6.8	43	6.5	43	8.0
10	19	8.0	19	7.4	19	8.1
11	14	10.4	14	10.0	14	9.4
12	10	9.5	10	11.7	10	11.2

*Tests: Grades 1-8 Iowa Test of Basic Skills; grade 9 Standard Achievement Test; grades 10-12 Stanford Test of Academic Skills.

EXHIBIT 6. Migrant Student Average Grade-level Equivalent Scores for 1986*

Grade	READING N	READING Average Grade Equivalent	LANGUAGE N	LANGUAGE Average Grade Equivalent	MATHEMATICS N	MATHEMATICS Average Grade Equivalent
1	30	1.3	30	1.4	30	1.5
2	32	2.3	32	2.5	32	2.6
3	35	3.3	35	3.7	35	3.8
4	56	3.8	56	3.9	61	3.9
5	49	4.4	48	4.8	49	5.0
6	45	5.7	44	5.9	44	6.3
7	54	5.7	53	5.8	53	6.5
8	39	6.8	38	6.8	37	7.7
9	29	6.9	28	6.9	27	7.7
10	21	7.6	21	8.2	21	8.4
11	18	8.5	18	10.2	18	9.4
12	23	9.1	23	9.7	23	8.9

*Tests: Grades 1-8 Iowa Test of Basic Skills; grade 9 Standard Achievement Test; grades 10-12 Stanford Test of Academic Skills.

EXHIBIT 7. Migrant Student Age/Grade Placements 1988-89 School Year

	Accelerated	Normal age for grade	1 yr older	2 yrs older	3 yrs older
Kindergarten					
No preschool	67% (N=16)	29% (N=7)	4% (N=1)		
Preschool	83% (N=20)	17% (N=4)			
1st grade					
No preschool	37% (N=10)	48% (N=13)	7% (N=2)	7% (N=2)	
Preschool	100% (N=17)				
2nd grade					
No preschool	1% (N=1)	49% (N=33)	43% (N=29)		7% (N=5)
Preschool	100% (N=7)				

in school and parents seem to have developed a trust in the migrant program as a positive force for their children.

PROGRAM TRANSFERABILITY

Of the practices employed by the Migrant Education Program in the Dysart USD, the most easily transferable to other programs is the flexible approach to service delivery models. As demonstrated by the Dysart program, the success of a program can be improved by adapting the service delivery model (e.g., pull-out, in-class assistance) to accommodate the preferences of mainstream teachers and staff at different schools served by the program. Such adaptation requires flexibility in the application of human resources and negotiation with each of the schools being served. At the same time, the program's goal should be the assignment of staff to provide support where support is needed, thereby giving maximum benefit to students and making best use of available staff resources.

Other factors involved in the success of the Dysart USD Migrant Education Program were noted by the program director. Specifically, she attributes much of the success of the project to the quality of staff and commented on both migrant program staff and regular district personnel by saying, "People, no matter where they're working [in the Dysart School District], are supportive of migrant kids." Success is also related to a concerted effort to provide migrant students with instructional tasks appropriate for individual levels of skill development. Emphasis upon the development of positive student self-image is likely to be another attribute of success. The program director possesses strong leadership skills and has developed extraordinary rapport with staff and parents. Because the district student population is heavily migrant, the placement of migrant instructional assistants in the classroom helps maintain continuity in the program while avoiding any stigmatization of migrant children. Whether or not a student is classified as migrant is largely invisible in the day-to-day operation of the school program.

III. REGION VIII MIGRANT EDUCATION PROGRAM, TULARE-KINGS COUNTIES (CALIFORNIA)

The Region VIII Migrant Education Program serves 52 school districts in Tulare and Kings Counties, California. The program's major goal is to assist migrant students to reach academic parity with the rest of the student population. Program services are provided during the regular-school-year, in the summer program, and through several special projects.

Tulare and Kings Counties are in the central San Joaquin Valley of California. The area is semi-arid having virtually no rainfall during the months of June, July, and August, with precipitation averaging 8.5 inches during the rest of the year. Yet agriculture is one of the valley's major industries. The annual growing season lasts about 255 days, but due to the semi-arid conditions, irrigation is used extensively. Production includes fruits, nuts, produce, cotton, grain, poultry, apiary products, roses, and livestock. Even though almost a quarter of the population works in agriculture, the industry relies heavily on migratory seasonal farmworkers as well.

Tulare County is the larger of the two counties. The county had a population of 282,858 in 1985 and is projected to have a population of 430,000 by the year 2005. The county has eight incorporated cities and over 40 unincorporated towns and communities. Kings County separated from Tulare County and became incorporated in 1893. It has a population of approximately 89,000.

The Tulare Department of Education administers the Migrant Education Program for both counties. These counties had 145 school districts and close to 90,000 students in 1987-1988. Tulare County has the largest school system of the two counties having 88 percent of the school districts and over 80 percent of the students, K-12, in Region VIII.

A five district sample survey conducted in 1985-86 provides some information on the characteristics of migrant students in Region VIII. The results indicate that the migrant student population was somewhat more male (54 percent) than female (46 percent) and was predominantly of Hispanic origin (97 percent). The majority were from formerly migrant families (70 percent), indicating a rather stable population.

This case study was conducted during the 1988-89 regular-school-year and focuses on the management of the program and some of the factors associated with the cost-effective delivery of quality services to a large number of migrant students. The program has gained credibility in the community over the years

because of its outstanding staff and careful monitoring of program services and expenditures. The historical development of the program and the program services are described first in this case study. The organization and management of the program are discussed in more detail in the section on "Funding, Administration, and Facilities."

HISTORICAL DEVELOPMENT

The Region VIII Migrant Education Program has grown steadily for more than a decade. In 1976-77, the program had an average monthly enrollment of 4,000 students in the regular-school-year with 36-38 districts participating and a budget of $2,000,000. By 1988-89, the average monthly enrollment of students in the regular-school-year had grown to 11,830 students and a projected average monthly enrollment of 8,543 students in the summer program. Participating school districts increased to 52 and the budget increased to $9,769,956. Although there have been substantial increases in the number of students served, the extent of services rendered, and the budget, over the past seven years there has been no increase in administrative staff. Three resource teachers and one fiscal person have been added.

THE PROGRAM

The primary goal of the Region VIII Migrant Education Program is to improve the educational achievement of migrant children. More specifically, the goals are: (1) to improve student skills in oral language, reading, writing, and math; (2) to improve individual student's grade point average; (3) to increase the "pass" ratio of migrant students in the districts' proficiency tests; (4) to increase the number of students in college prep programs at the secondary level; and (5) to decrease the number of migrant students who drop out of school. These goals are being accomplished by providing supplementary instructional and support services over and above those provided by each school district. These supplementary services may vary from district to district.

Identification and Recruitment

The region has 60 supportive services aides (SSAs), two regional recruiters, and two terminal operators. The SSAs are comparable to recruiters and records

clerks. They are responsible for identifying and recruiting migrant families and their children. The two regional recruiters provide technical assistance to the SSAs on an ongoing basis and give four inservices annually to keep the SSAs up to date. In-services were previously given monthly, but the number was reduced due to the low turnover of the SSAs. The terminal operators process the MSRTS and other migrant student data.

The 14,000 student caseload is divided evenly between two IBM PCs. The two IBM PCs are used to access the MSRTS in Little Rock, Arkansas. The student data that are sent to Little Rock via the PCs are simultaneously downloaded to the Region VIII mini-computer by Little Rock. This procedure permits the region to develop its own database without entering the data twice, as was done in the past. By having their own database, the region can provide reports to the districts and integrate the MSRTS data with other data to generate specialized reports that suit their own needs.

The SSAs are assigned to a school district or geographic area. They identify migrant students in various ways. The most common method is to check the parents' occupations of new enrollees. They also get referrals from the community while visiting migrant families and from teachers and other school staff. The SSAs contact the parents to determine if their children are eligible. When a new school joins the program, all of the student records are checked. If it appears that the parents work in an agriculture related occupation, they are contacted to determine eligibility.

Plans are underway to begin serving 3-4 year olds and 18-21 year olds under the new legislation. The SSAs have started to identify migrant children and youths in these age groups and are giving out materials that describe programs for which they may be eligible.

Prioritization of Services

Instructional services for each migrant student begin with a needs assessment. All available information is used for this assessment, including standardized and criterion-referenced test results, district proficiency test results, deficiency notices, report cards, transcripts, teacher input (ongoing), attendance information, and medical assessments. Additional assessments are done on an individual, as needed basis.

The amount of information that is available on each student varies. The school usually has information on language and basic skills, but may lack other

information such as a health record. Therefore, the assessment and placement are based on the best information available.

Since the migrant education program is supplemental, the services the student receives from the program not only depend on the results of the needs assessment but also on the other services the student is receiving, such as special education. If the regular classroom teacher thinks the student needs assistance in addition to what he or she is already receiving, the migrant education staff tries to help.

Instructional Services

Most of the instructional assistance is provided through tutoring by teachers and other instructional staff. Individuals or small groups are tutored in a number of settings, including the school, extended day, and special projects. Oral language, reading, writing, and math are emphasized in the tutoring.

Special supplementary instructional labs are also used to support the core curriculum. These labs cover such areas as help with the core curriculum, study and language skills, and remediation in reading, writing, and math.

Following are summaries of some instructional special projects that were being implemented in one or more school districts in Region VIII during 1988-89:

Teaming for Success. The purpose of this project was to provide 7th through 12th grade migrant students an opportunity to have hands-on, practical experience with computers. Forty migrant students were teamed with ten supportive service aides. To ensure that the project was supplemental to the district's computer literacy programs, migrant students who had taken courses in basic computer skills and were ready to apply these skills were selected as participants. In a recent survey, it was found that migrant students were receiving basic skills training in computers and word processing but were not getting hands-on experience in a work setting. This put them at a disadvantage with students who had computers at home. The project was designed to fill this gap.

Region VIII already has trained supportive service aides who use computers in their jobs at school sites. Additional training was provided by a consultant so the aides could work with the students. Migrant students worked after school in the district migrant education offices and also used the computers for homework assignments during school or in an extended day setting.

Beyond Books. The purpose of this project was to increase migrant student achievement in reading and language through parent involvement. The project used monthly "Book Nights" at school sites as well as home centered learning activities supported by home visits. Forty migrant families with at least one child in grades K-8 who scored below the 28th percentile in reading and/or language on a national exam were served.

Students and parents participated in six 90-minute Book Nights at the school. These learning interactions focused on the introduction of literature from the school's extended reading list and follow-up activities which support the integration of listening, speaking, reading, and writing. Students and parents were grouped based on the grade levels of the students.

A list of Home-Centered Learning Activities based on the literature presented at the Book Nights was developed and given to the parents for use at home. Activities included: paired reading, reader's theatre, re-telling of a story, artwork, crafts, wall story, sequencing activities, graphing, comparing/ contrasting, re-writes, journal discussions and innovations. These activities were introduced and demonstrated at Book Night.

A community liaison made a home visit each month to provide encouragement and coaching as necessary and to monitor the progress of the home centered learning activities. Anecdotal records were developed for each student participating in the project.

Counseling (Pupil Personnel Services (PPS))

The Pupil Personnel Services bring together all available resources to enhance educational and vocational opportunities for migrant students in grades 7 through 12. These services are supplemental to the district counseling services and are provided by nine migrant education counselors regionwide. Some of the services that are offered are:

- Tutoring
- PASS
- Saturday MENTE
- Career Counseling
- Individual/Group Counseling
- Workstudy
- Parents (MPAC)
- Career Day
- Health Referrals
- Scholarships
- College Study Trips
- Leadership Symposium
- Summer School Program
- Home Visitation
- Financial Assistance Information
- Testing and Test Interpretation
- Class Scheduling and Advisement
- UCLA/MENTE (Migrants Engaged in New Themes in Education)

One of these services which bears particular mention is the gifted and talented program for migrant students. MENTE (Migrants Engaged in New Themes in Education) is a program for migrant students who are above average academically and are involved in extra-curricular activities. The purpose of the program is to raise the aspirations of the students and help them pursue higher education. In order to participate, migrant students must be freshmen, sophomores, or juniors, have a 3.0 grade point average in a college prep course of study, have three letters of recommendation from teachers, counselors, or school administrators, and have a personal interview.

The MENTE - UCLA Summer Program is a five week residential program, held at the University of California, Los Angeles, with all expenses paid. During their time at UCLA, the students attend classes in such subjects as college preparatory math, English, contemporary issues, computers, leadership skills, newsletter, yearbook, and drama. They also go on local study trips. Participation in the project gives the migrant students some experience with college life.

The Junior High MENTE program provides an opportunity for junior high students (8th grade) to participate in three workshops that cover leadership, self-awareness, and career education. The sessions are held in the fall, winter, and spring in a local school. Students must have a "B" average and be interested in pursuing postsecondary education. Transportation and lunch are provided.

Region VIII had several other special projects that serve a counseling function in one or more districts. The Moving UPP (Utilizing Positive Peers) project utilizes positive migrant role models to peer counsel at-risk migrant students who are having academic, social, or personal problems. The project also utilizes migrant students to peer tutor students in the learning center before or after school in order to improve individual student's skills in reading, writing, and math. Approximately 18 migrant students, grades 7-12, were selected by their peers and were trained as "positive peer" counselors. Training was provided over a two day period in a retreat setting. Seven additional migrant students were hired as "positive peer" tutors to work in the learning center at the junior and senior high schools. They tutored migrant students with their homework, in core subjects, and for proficiency tests.

The TEAMS (Teaming Educators and Migrant Students) project was designed to encourage migrant students in grades 9 through 12 to learn about the teaching profession through practical experience. Participants were chosen based on one or more of the following criteria:

- an interest in the teaching profession;
- recommendation by their teachers as potential future teachers;
- participation in activities (example: helping other students with their school work); and
- demonstration of skills or a special talent that would contribute to the teaching profession (example: bilingual, strength in an academic area, etc.)

The project provided student participants and their parents an opportunity to learn about teaching through college trips, special career speakers, and discussion sessions. Students also participated in a cross-age tutoring program with a local elementary school. Student tutors learned through special workshops how to set goals for those they tutor, write mini-lesson plans, utilize positive tutoring techniques, select materials, etc. Local teachers and Mini-Corps students served as role models for the project and assisted with career sessions.

Health Services

The purpose of the Region VIII migrant education health services is to assist migratory students to obtain medical and dental services so they can effectively participate in the instructional program. Migrant education health services are supplemental to all other resources, such as personal finances, private insurance, school insurance, California Children Services, Hill-Burton, and Medi-Cal.

The 1988-89 health budget for Region VIII was $662,000. Between 11,000 and 14,000 students are served. About $170,000 of the budget was used for referrals. Historically, about 1,800 to 2,000 students are referred annually. Most of the referrals were for dental care, which is the number one health problem among migrant students since there are no other community resources that address this problem.

The regional migrant education program emphasizes dental care through ongoing programs and special projects. During the school year, health staff try to get teachers to teach the students about brushing their teeth, especially in grades K-3. The health department gives presentations on dental care, but neither the migrant education nor the health department staffs have time to follow through.

The regional migrant education health services had two special projects for dental care in 1988-89, Operation "Cavity Busters" which is targeted at reducing the incidence of caries and gum disease by promoting positive dental health behaviors among migrant families, and Seal Away Tooth Decay which is a dental sealant program in designated schools in Tulare and Kings Counties.

Parent Involvement

The migrant education program provides for parent involvement in several ways. The major activities are the regional parent advisory committee, district parent advisory committees, and special projects. The major functions of the parent advisory committees are to advise regional migrant children and their families and to get parents more involved in their children's education. Special projects are implemented by some school districts that directly involve the parents in their children's education.

The 52 districts send representatives to the Regional Advisory Committee (RAC) meetings, which are held monthly. The migrant parents, in cooperation with migrant staff, raise funds for migrant student scholarships and sponsor a graduation dinner each year at which the scholarships are awarded. Also several inservices have been offered for parents in the areas of migrant education, methods for conducting meetings, child development, and community resource awareness. These inservices were held mainly in the evenings and on Saturdays. Each of the school districts also has a Parent Advisory Committee; the smaller school districts form consortia. The district committees meet a minimum of six times a year.

One special project involving parents that was implemented by a local school district was Together We Can. The purpose of this project was to reduce the dropout rate and increase the number of students attending college by involving the whole family. The family is seen as a major force in the children's attitudes toward education. The target population was students in grades 7-12 and their parents. However, all school-age children in each family were included in the project. Approximately 20 families were selected to participate in the project based on their willingness to learn about ways to help their children. Six family training sessions were held in the following areas: Home/School Relationships, Parent/Child Relationships; Home Study Skills; Testwiseness; and Career Awareness. Emphasis was placed on long-term goals. Career Awareness was the focus of the spring session and included family visits to two-year and four-year colleges.

The project took advantage of existing resources, to the extent possible. Many of the innovative materials developed in Region VIII were utilized including Yo Puedo; Parents are Partners, Too; Testwiseness; Parent Magazine Home/School materials; and others. Sessions were held in the local elementary school and high school. The 1988-89 project migrant staff consisted of two migrant resource teachers, one counselor, three supportive service aides, and 14 adult tutors. The staff were used to recruit families, conduct orientations, assist with training sessions, and do follow-up with families.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

As of 1988-89 school year, the average monthly enrollment in the regular-school-year was 11,830 migrant students and a projected average monthly enrollment of 8,543 migrant students in the summer program. There are 52 participating school districts and the budget for the program is $9,769,956. The local education agency (LEA) for the Region VIII Migrant Education Program is the Tulare County Department of Education, which receives funds from the state and administers the program for both Tulare and Kings Counties.

Staff

The Region VIII migrant program employed 441 staff during the 1988-89 regular-school-year as follows:

63 Teachers (51 Extended Day Teachers; 12 Lab Teachers)
9 Counselors
255 Instructional Aides and Tutors
46 Supportive Service Aides/Records Clerks
28 Resource Teachers
8 Management Staff
32 Office/Support Staff (LVN, PHN, RN, Recruiters, PAC Assistant, Terminal Operators, Clerical Assistants, Health/Records Clerks, Secretaries, Program Analyst/Controller, Account Clerk, Translator/Secretary State PAC)

The staff works as a team with some located in the regional office and others in the school districts. In hiring, applicants are carefully screened and must have good recommendations. A premium is put on hiring staff who are committed and are above average in education, credentials, experience, and past performance. A large proportion of the staff speak Spanish and/or come from migrant backgrounds.

The regional program is under the authority of the Tulare County Superintendent of Schools, which acts as the LEA. The key administrative staff in the regional office consists of the director, four program managers, a health coordinator, a training/information coordinator, and an assistant to the regional director.

For management purposes, the program is divided into the following components: instructional services, staff development, pupil personnel services, health services, parent involvement, identification and recruitment, and monitoring and review. Each program manager is responsible for one or more of the program components, 13-14 school districts, and some summer program activities. They supervise migrant staff in the school districts, monitor migrant programs in the districts to be sure they are in compliance, serve as liaisons between the districts and the regional office, provide technical assistance on regular programs and special projects, disseminate information, and help develop programs, among other things.

The health coordinator has many of the same duties as the program managers, but she has responsibility only for health services in the region. She supervises eight nurses and a records clerk. The nurses certifications are somewhat different from each other, but they essentially perform the same duties. Each nurse is assigned to four to eight schools, depending on the number of eligible migrant students in each school. The nurses coordinate with the school districts and provide monthly visitation schedules to the schools and districts they serve.

The training/information coordinator and the assistant to the regional director are two other important members of the regional office team. The training/information coordinator's current responsibilities include working with the regional director to design and implement a fully automated management information system for the Region VIII Migrant Education Program. The assistant to the regional director supervises the regional office support staff and has responsibility for the central budget and all equipment and supplies.

Below are some of the services provided by the migrant education staff at the school district level:

- The resource teacher and tutorial personnel provide supplementary instruction for the migrant child.
- The supportive personnel provide supplemental assistance in child attendance, welfare, and family-related programs.
- The health component provides diagnosis and treatment of health problems. Health screenings are held at school sites, and a complete physical is given to each migrant student.

- The terminal operators provide continuity to the program by means of the Migrant Student Record Transfer System. Health and educational records can be speedily received from the information computer bank housed in Little Rock, Arkansas.

- Migrant school counselors provide counseling and guidance services to assist migrant students with career, vocational, and personal needs.

Staff Development

The staff development component provides the sustained knowledge base and expertise for the instructional services component. Staff development activities include preservice and inservice training, conferences, special projects, and special training. The content of these activities are based on an ongoing needs assessment and evaluation process. Inservices are provided for administrative staff, instructional staff, health team members, counselors, and support staff 12 months a year.

The Region VIII Staff Development Committee plans regional training for staff who work with migrant students and assists at regional conferences. The committee has eight to ten members who are selected annually by the area program managers and volunteers. Committee members include migrant teachers, counselors, and health team members. The committee meets every other month, September through June, for half a day and is chaired by the staff development coordinator.

The district level staff development plan ensures that the regional staff will provide a minimum of five inservices annually for district migrant education staff, which includes inservices offered to all school staff. The plan also has provisions for supplemental inservices, and regional staff often give such things as orientations and classroom demonstrations for migrant and nonmigrant school staff who work with migrant students.

A minimum of three regional migrant education conferences are held each year. The purpose of these conferences is to offer training sessions in areas identified in the assessment/evaluation process that are most appropriate for group presentations. On average, about 18 workshops are offered at each conference, with an average of 250 people attending. Subjects cover a variety of areas such as instruction, health, and counseling. Local and regional staff and consultants are used as presenters.

Two staff development special projects that were implemented in 1988-89 are described on the following page.

The 5 T's Staff Development Project. The purpose of this project was to extend the concept of triad training wherein classroom teachers, migrant teachers, and tutors are teamed to train together in special areas. The areas covered in the training included: sheltered English; literature-based language arts frameworks; math frameworks utilizing cooperative learning; and social science framework strategies for special needs students. Teams develop action plans during the training and implement them together with migrant students in the classroom setting.

Career Ladder Approach. The Career Ladder Approach is not a special project in the same sense that The 5 T's Staff Development Project is because the latter has been institutionalized. However, the Career Ladder Approach is a model that is easily transferable. In this approach, the Region VIII migrant education staff development component assists migrant education paraprofessionals, such as tutors and instructional aides, to obtain college credit toward a degree so they can return as teachers or community agency personnel and continue to assist migrant students and their families.

Migrant Education Facilities

In 1985, the Region VIII Migrant Education Program moved into a new building which is located a few miles from the Tulare County Department of Education central offices. The program occupies 4,155 square feet of office space located primarily on the second floor of the two story building. The migrant education program manager for Kings County has 1,523 square feet of office space in Hanford, Kings County. The migrant education program also has a supplemental Regional Resource Library for migrant staff, classroom teachers, and migrant families.

PROGRAM EFFECTIVENESS

Evidence of the program's effectiveness can be demonstrated by the results of a sample survey of five school districts conducted in 1985-86. Information was collected in this survey on attendance, achievement, and teachers' opinions of the migrant education program.

The attendance data included the number of days enrolled, absent, and attended. The maximum number of days for the school year was 180, with a few minor variations among the school districts. The average attendance rate for the migrant students in the sample was 94.3 percent. This is very high given the number of

interstate and intrastate migrant students included in the sample. Some of the students were not enrolled for the entire school session, but they had a high rate of attendance when they were enrolled.

The availability and comparability of the norm-referenced achievement test scores obtained from the five districts included in the sample varied from district to district. All districts had reading and math scores, but all districts did not have language scores. Also the standardized tests used to measure student achievement and the types of scores reported varied. However, the positive effects of the migrant education program can be seen on a district-by-district basis. All of the districts had substantial migrant student populations. Two school districts showed statistically significant gains among migrant students in math, reading and language arts at all grade levels. Both of these school districts had matched pre-/posttest scores for students. One school district serves grades 1-12 and the other serves grades 1-7.

The other three school districts did not have pre-/posttest scores across all grades, but statistically significant gains were seen among migrant students in some grades and some areas where comparable test scores were available. For example, one school district had statistically significant gains among migrant students in third grade math and eighth grade reading; another had significant gains in sixth grade reading and fourth and seventh grade math; and another had significant gains in third and sixth grade reading and math.

The teachers who responded to the survey said the migrant program has very positive effects on the students. According to the teachers, many would be lost in the system if it were not for the program. The migrant tutors and staff play an important role in the migrant students' progress.

PROGRAM TRANSFERABILITY

The Region VIII Migrant Education Program has several exemplary practices and special projects that can be replicated by other school systems. Some of these practices and projects can be adopted in toto or modified for use in a regionwide or school based program.

Several of the management practices are worth special mention. As an example, the new computerized management information system (MIS) that is being implemented can be used in larger programs to streamline operations and conduct more efficient

evaluations of student progress by merging MSRTS student data with other student data to generate special reports either at the regional or district level. The MIS is also used to monitor program operations so resources can be allocated in areas where they are most needed.

Region VIII has also made a concerted effort to keep the program from becoming administratively top heavy. Emphasis is on cost-effective management so that administrative costs do not drain resources from the delivery of services to migrant students and their families. As a result, the program has grown over the last few years but the size of the administrative staff has not.

The efficiency of the program is due to several factors including the following:

- the division of responsibilities and the organization of the regional administrative staff and the school district migrant education staffs;
- the professionalism of the staff;
- the coordination among the staff members at the regional level, between the regional staff and the school district migrant education staff and between the school district migrant education staff and nonmigrant education staff who serve migrant students;
- the climate for the delivery of quality services to migrant students and their families from the top regional administrators to the certificated and classified staffs who work directly with the students and families; and
- the ongoing monitoring and review that not only keeps the program in compliance but is also used to allocate resources.

Another important feature of the program is staff development, which can play an important role in the improvement of instructional services. The region has an extensive staff development program designed to keep the regional and school district migrant education staffs and nonmigrant education staffs who work with migrant students current and innovative. Triad training is an innovative approach to staff development that is used in Region VIII. In this approach the classroom teacher, migrant tutor, and migrant resource teacher are trained to plan and implement new ideas. Additionally, Region VIII classified migrant education staff are encouraged and given support to pursue higher education.

Another important component of the Region VIII program is parent involvement at the regional and school district levels. There are two approaches to parent involvement used in the region that add to the success of the program--parent advisory committees and special projects. The regional and district parent

advisory committees were in the process of being reorganized during the case study site visit. The purpose of the reorganization was to reduce the number of parent meetings and focus on workshops to assist parents in helping their children succeed in school. There were also several special projects at the school level that directly involve the parents in their children's education, such as Teaming for Success, TITLES, Beyond Books, and In Celebration of Reading, described earlier.

Another feature of the Region VIII program is its emphasis on people. Their philosophy is that people make the difference. In order to keep staff and students interested in learning, regional and LEA staff are encouraged to be innovative, flexible, and try new things. Every year about 12 new special projects are funded in the region for this reason, and there are about 100 special projects that are ongoing. Most of these special projects are transferable. Some have been summarized in this case study. Special mention should be given to the health services efforts in dental care with their two special projects that can be replicated--Cavity Busters and Seal Away Tooth Decay.

IV. REGION XI MIGRANT EDUCATION PROGRAM, PAJARO VALLEY UNIFIED SCHOOL DISTRICT, WATSONVILLE (CALIFORNIA)

Two case studies are presented here, combined into one. The first concerns the core services of the Region XI Migrant Education Program and the second deals with the dropout prevention/intervention project, Assisting Youth Undergoing Dropout Experiences (AYUDE), a special project of the Region XI Migrant Education Program. Region XI was originally selected to participate in this study because of the AYUDE project. However, during the site visit it was observed that there were features of the core services of the program which also deserved description. The Region XI Migrant Education Program is described below first, followed by the description of the AYUDE project.

The California Region XI Migrant Education Program is located in the Pajaro Valley Unified School District (USD) which serves the Pajaro Valley, an agricultural region just inland from Monterey Bay and west of the Coastal Range. The major agricultural products of the valley are apples, strawberries, and roses. Most of the migrant families in the district live in three large migrant camps, one state operated and two privately operated, around the city of Watsonville. Migrant families are generally isolated from the rest of the community by long working hours and poor access roads. Nevertheless, district and school officials note that migrants are generally well accepted by the community. Furthermore, they report that there has been greater and greater acceptance over the years of the need for special instructional services for migrants by community members and that, at present, the migrant education program is generally well accepted by the nonmigrant community.

The majority of the migrant students in the district attend school in Watsonville, a city of roughly 32,000 residents, which is located on U.S. Highway 1, approximately 14 miles southeast of Santa Cruz and 32 miles northeast of Monterey. The vast majority of migrant families in the Pajaro Valley USD move each year, migrating to and from Michoacan, Mexico. For the most part, the same families return to the area each year.

Parents are well-informed of the project due to the frequent home visits by program staff and the migrant education program outreach, parent education and awareness activities. Parents surveyed felt that they have of lot of input through the advisory committee into the project and that the project listens to their requests. A major focus of the project has been on educating parents to be more

assertive in expressing their desires for the education of their children.

The district has 14 elementary, one K-8, three junior high, and three high schools. The total student enrollment in Pajaro Valley USD in October 1988 was 15,231 students. Of these students, 4,230 were classified as migrant and served by the migrant education project; 3,185 of the migrant students were classified as limited English proficient. The Region XI Migrant Education Program serves 1,531 currently migrant interstate agricultural (Status I) students, 152 currently migrant intrastate agricultural (Status II) students, and 2,963 formerly migrant agricultural (Status III) students. These students are all Mexican and dominant in Spanish, and are equally divided between males and females. The summer migrant education program served 665 Status I, 122 Status II, and 1,439 Status III students in 1988. The student enrollment at the visited high school was 2,407, of whom 772 were identified as migrant.

To ensure that all of the special instructional programs in the district (migrant education, bilingual education, etc.) continue to be supplemental and to coordinate these programs with each other and with the regular school program, all special program directors meet as a group with the Assistant Superintendent for Instructional Services twice a month to coordinate their efforts. In addition, the Assistant Superintendent for Instruction Services frequently has lunch with special program directors to talk informally.

HISTORICAL DEVELOPMENT

The Region XI Migrant Education Program was first set up in the early 1970s by the former project director who served in this capacity for many years. During these years, the program consisted primarily of a pull-out, tutorial/remedial education program. After her retirement, the project had several directors within a short timespan before the current director was hired six years ago. The program, as described below, represents the results of numerous innovations planned by and implemented during the tenure of the current project director. His approach has been to recognize specific needs; look to other programs in California and elsewhere which address these needs; work with his staff, the schools and the migrant education parent advisory committee to adapt the programs to Region XI; apply for migrant education special project funds from the state; and hire capable staff to operate the programs. If the new programs prove successful after three years, they are integrated into the core migrant education program of Region XI.

THE PROGRAM

The Region XI Migrant Education Program, together with the Chapter 1, Chapter 2, Special Instruction Program (SIP), Miller-Unruh (Bilingual), Emergency Immigration and Title VII programs in Pajaro Valley USD have been designed to meet the five goals set by the Board of Trustees for the Pajaro Valley USD, as well as to address the seven areas of migrant student need as identified by the California State Office of Migrant Education. The five goals are:

- To provide educational supportive services for at-risk youth.
- Reduction of class size.
- To establish a district philosophy for preschool/ kindergarten and develop and implement program goals.
- To implement a new literature-based K-12 Language Arts Framework.
- To implement school programs to enhance self-esteem.

The seven areas of migrant student need identified by the State Office of Migrant Education and the basis for each are:

• Reading	The average migrant student in California is reading at the 28th percentile according to the latest standardized test scores available.
• Mathematics	The average migrant student in California scored at the 42nd percentile in mathematics according to the latest standardized test scores available.
• Language	The average migrant student in California comes from a home where Spanish is the dominant language. Fifty-four percent of such children are classified as limited English proficient.
• GPA	Data are being collected on GPA and proficiency testing. It is believed, as a result of the low standardized test results and informal reviews of individual needs assessments, that these two factors are also areas of need for migrant children.
• Proficiency test	(See GPA above.)

• College entry	Migrant students are entering college at well below the rate of the general population. Note: Hispanics make up only 7 percent of the students in the University of California system.
• Dropouts	Migrant students are dropping out of school at a rate well above the average. A recent national study indicates a rate as high as 45 percent. It is believed California is similar.

The Region XI Migrant Education Program provides the following services: (1) identification and recruitment, (2) service prioritization, (3) instructional services, and (4) support services. Each of the services is described in detail below. In addition, the program operates 15 relatively self-contained special projects: ABC (Asegurando un Buen Comienzo), AYUDE (Assisting Youth Undergoing Dropout Experiences), College Bound Program, Community Collaborations, Goals for Youth, Literatura Infantil, MEPIC (Migrant Education Program Improvement Center), MINI-CORPS/PUPILS (Paraprofessional Undergraduates Providing Individualized Learning Services), Outdoor Education, OWE (Outside Work Experience), Parent Training, Siembra Magazine, Staff Development, Summer Program, and Youth Leadership Training.

Identification and Recruitment

Students are enrolled in school by the school office staff who complete a student enrollment card on each one. The school then shares this information with the migrant program. The MSRTS/ID&R specialist and the statistical clerks then check the list against MSRTS records and compile a migrant master list. This is done the first day of each term.

During the first two weeks of school, the migrant team at each school checks teachers' class lists against the master list and the previous years migrant lists for that school. If a student's name appears on either list it is highlighted on the migrant master list or added to the list.

As the term progresses, the schools update class lists to reflect newly enrolled students and withdrawals from the school. This information is communicated to migrant personnel. The migrant home-school liaison attached to the school then submits a status verification form to notify the migrant office of the student's arrival. The home-school liaison then verifies by telephone or home visit to the parents whether the child qualifies as migrant and, if he/she does, completes a certificate of eligibility. The goal is to notify the migrant staff within 15 days of a new enrollment whether the child qualifies as migrant or not.

The names of all certified migrant students are then typed on the needs assessment form by the MSRTS/ID&R specialist and the statistical clerks for use by the migrant staff at a school. The migrant staff then notifies the regular school program and categorical teachers of the migrant status of their students.

Prioritization of Services

Each term the needs assessment and service prioritization process begins at each school with a meeting between the school principal, vice principal, or head teacher and the migrant staff at the school. The purpose of the meeting is to go over the school's categorical funding and school plan to determine eligibility and participation of identified migrant students in the migrant education program. The school's plan is then written up and submitted to the migrant education office within 30 days of the meeting.

When a student enrolls in the school, the school staff, Chapter 1 staff, Title VII staff, special education staff, and other instructional staff update the child's cummulative records and prepare the child's BILP (Bilingual Individualized Learning Plan) and ILP (Individualized Learning Plan) with the required testing information. The child's regular teacher assesses the child's needs using teacher judgment or placement tests if a cumulative record on the child is not available.

The migrant staff collects student placement/level information from the regular teachers or other school personnel for reading, ELD, and mathematics. For kindergarten or other students lacking any test score information or other assessment data, the migrant team completes a mini-assessment form. The mini-assessment form is also used to supplement the needs assessment data available on a student from other sources. The migrant team then prepares an MSRTS folder on each student which contains their most recent MSRTS educational and health records.

In evaluating the needs of students, the migrant team uses data available from the regular school program assessment of the child, scores from the Bilingual Syntax Measure, the Language Assessment Scales, the CTBS Espanol, La Prueba, other reading and math placement tests, English-as-a-Second Language and ELD tests, and teacher-made tests. The academic needs of status I and II students are evaluated before those of status III students. Following the assessment of the migrant children's needs, the migrant team works with the regular teachers and other school staff to create migrant schedules and grouping arrangements. These are reviewed periodically.

Instructional Services

Within ten days following the completion of the needs assessment on an individual child, a Migrant Individual Learning Plan (MILP) is completed by the migrant staff at the school. The MILP is then forwarded to the child's parents by mail, through a home-visit, or at a parent conference.

The migrant education program provides instructional aides and teaching assistants who assist the regular school program and categorical staff. Migrant instructional aides are permitted to work with a maximum of eight migrant students per group. For the most part, migrant staff work in-class with students. Pull-out is permitted only under very restricted conditions, and only when the student has first received basic skills instruction from the regular teacher. Paraprofessionals are prohibited from using pull-out; only the school-level migrant education resource teacher (MEST) can conduct pull-out instruction. When pull-out occurs, the migrant staff must still provide services according to the lesson plan developed by the regular teacher.

The regular school program staff, with input from the migrant staff, is responsible for designing and planning lessons according to school plan and grade level expectations. The regular school program staff then communicates the lesson plans to the migrant staff. Time for the regular teachers, categorical staff, and the migrant staff to plan cooperatively is built into the schedule of the MEST at each school.

The MEST (resource teacher) at each school completes a monthly Activity Report on services provided to migrant students at the school which is submitted to the migrant program assistant director.

When a migrant student withdraws from school, the migrant team and the home-school liaison complete a withdrawal form which records the number of days enrolled/attended, the instructional and support services received, test scores, and (optionally) the child's skills information. The form is then sent to the migrant office for keying into MSRTS and transmission to Little Rock, Arkansas.

In addition to providing teaching assistants and aides, the migrant education program also offers computer classes for migrant students. The program uses twenty Apple computers which were originally purchased by adult education, but given to migrant education. Their upkeep is paid for out of general school fund. The course is taught by a MEST who is fluently bilingual in Spanish. He teaches primarily in Spanish, but uses English as needed. Computers are used both to train the students in computer literacy and to help tutor students in basic skills. The

instructor consults with regular teachers regarding students' areas of weakness in content subjects and integrates these into lessons.

Support Services

Counseling. There are two migrant counselors at the high school. The two counselors divide the caseload between themselves; one serves primarily students in grades 11-12, while the other serves students in grades 9-10. When a student first comes to see the migrant counselors they check to see that the student has first spoken with his/her regular counselor. If not, the migrant counselor refers the student to the regular counselor. If after seeing the regular counselor the problem is not resolved, the regular counselor may refer the student to the migrant counselor or the student may go to the migrant counselor.

The counselors maintain a file on each student's attendance and credit standing. This year, one of the migrant counselors worked with the migrant resource teacher who handles computer instruction to develop a computer program for recording and reporting student credit accrual. The counselors are now able to print out an individual student's credit standing in Spanish so that it can be sent home for parents to review (see Exhibit 8). Parents are asked to sign the form after they read it and to return it to school to verify that they are aware of the student's standing in school. The computer program matches the student's MSRTS number and with the student's district ID number. Thus, the program allows counselors to match all of the information on the students' MSRTS record (which is transmitted to counselors from the migrant office by diskette) with the student's district records. The migrant counselors' personal computers are linked directly to the district's mainframe computer.

According to the counselors, the focus of their services for 9th and 10th graders is on keeping the students in school, whereas the focus of services for 11th and 12th graders is on getting the students to go on to college.

Health Services. The migrant health consultant position is jointly filled by two persons; one is a registered nurse with a masters in public health and the other is a health educator. The nurse speaks Spanish and is a state-authorized audiologist. Thus, she can test students for hearing at any time, rather than only at the times scheduled by the school audiologist. There is also a migrant health clerk to assist with paperwork and reporting to MSRTS. The migrant health component handles everything from "splinters to surgery." Migrant health services are coordinated with the district health services, which employs six school nurses,

EXHIBIT 8. High School Student Credit Accrual Parental Reporting Form

PROGRAMA MIGRANTE

NAME :
MSRTS :

1. Esta forma describe el progreso academico de su hijo/a desde el principio de la secundaria.
2. Para tener buen entendimiento, se recomienda que el padre con el estudiante revise los requisitos para graduarse y cuantos creditos ha completado. Por favor, hay que notar que el estudiante debe de completar 220 creditos en total durante 4 anos.

DEPARTAMENTO	REQUISITOS	COMPLETOS	NECESITA
Ingles	30.00	25.00	5.00
Culturas Mundiales	10.00	10.00	0.00
Historia-Estados Unidos	10.00	10.00	0.00
Gobierno/Economia	10.00	0.00	10.00
Matematicas	20.00	35.00	0.00
Educacion Fisica	20.00	15.00	5.00
Ciencias Fisicas	10.00	10.00	0.00
Ciencias Naturales	10.00	10.00	0.00
Bellas Artes y Lenguajes	10.00	0.00	10.00
Vocaciones	10.00	35.00	0.00
Salud/Licencia para Manejar	5.00	5.00	0.00
Electivos	75.00	22.50	52.50
Total	220.00	177.50	42.50

Examenes Basicos

Por las leyes del estado de California y las reglas del distrito de Pajaro, el estudiante necesita pasar tres examenes de Capacidad: 1) Lectura 2) Matematica 3) Escritura. La primera oportunidad para pasar estos examenes comienza en el grado 20 hasta el grado 12.

LECTURA	MATEMATICAS	ESCRITURA
paso	paso	paso
SI	SI	SI

_____ Revise este reporte con mi hijo/a y estoy de acuerdo.

Firma del Padre _____

_____ No estoy de acuerdo con este reporte y voy a llamar al Consejero/a por telefono para hacer una cita.

728-6298

_____ Consejero/Consejera

_____ Telefono

four health clerks, and a contracted audiologist. The health staff receive referrals from both school staff and parents, and work with a network of health service providers including the county health department, local community health agency, and individual health providers in the community to serve the migrant students and parents.

The health service component is designed to be fairly open and liberal regarding what can be done, e.g., paying for glasses, hearing aids, dental checkups. Most of the component's funds are spent on dental care (70 percent of the total) because it is the most obvious need. There is a lot of gum disease and some cavities with recent arrivals from Mexico. Students who have been in the country for some years have more problems with tooth decay. There are also many preschool and kindergarten children who suffer from tooth decay as a result of delayed bottlefeeding.

This year the Cabrillo College Dental Hygiene Department held a Saturday clinic in cooperation with the migrant program. The program bussed 50 children up to the college where the clinic provided dental education, cleaning, scaling, X-rays, and sealed the teeth. (It also gave the students a chance to see the college.) The migrant health staff worked with the local health department to submit a proposal to the Greater Santa Cruz Community Association for volunteer dentists to man the seven chairs in the Cabrillo College Dental Hygiene Department so that it can be used for dental work for the migrant students. The proposal is being favorably considered by the association.

The migrant health staff also work to improve health conditions at the migrant camps. For example, one camp was found to be painted with high lead paint, and one child living there was diagnosed with high lead content in his blood. The migrant health staff is working with the local community health agency, Salud para la Gente, to get rid of the paint at the camp.

The migrant health staff is also responsible for having convinced the Santa Cruz Health Department to use a $44,000 grant for treating homeless persons to provide a vaccination program for school children at the migrant camps. This is important since migrants do not qualify for free vaccinations from the local health clinic.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

The total budget for the Region XI Migrant Education Program for FY 89 is $3,100,035. The system of funding Migrant Education Regions in California provides for core migrant education program services as well as special program services. The latter consist of innovative programs of services which are funded for three-year periods. If after three years the special program has proven effective it becomes part of the core program.

Staff

The Migrant Education Program employs two administrative staff members, 27 support service staff members, and 104 instructional services staff members. The specific staff positions and number of individuals in each are listed below.

Administrative Staff	
Project Director	1
Assistant Director	1
Support Services Staff	
PUPILS/MINI-CORPS Coordinator	1
OWE Coordinator	1
Migrant Health Nurse	1
Migrant Health Educator	1
Health Clerk	1
Home-School Liaisons	8
MSRTS ID&R Specialist	1
Statistical Clerks	7
Terminal Operators	2
Counselors	4
Staff Secretaries	3
Instructional Services Staff	
MISTS (district resource teachers)	2
MESTS (school resource teacher)	14
Aides/Teaching Assistants	56
PUPILS/MINI-CORPS	28

The project director serves year round, and this is his only job. He is from a migrant family and is fluently bilingual in Spanish. He holds a PhD and is credentialed in early childhood, elementary, and secondary education as well as educational administration. He received training for administering the migrant program through an ESEA Title VII training fellowship. Prior to becoming director

of the migrant education program, he was the principal at a bilingual school. He is primarily responsible for overall project management, preparing budgets, submitting applications for special projects, hiring staff, and supervising the migrant education program at the high school.

The assistant project director has been with the program for ten years. Earlier she was principal of a bilingual school, after which she became a MEST (school-based migrant resource teacher) and then a MIST (district-level migrant education resource teacher). She is bilingual in Spanish and English. Her responsibilities with the program include the supervision of migrant education services at fourteen elementary, two middle schools, and one junior high school. She is also responsible for the migrant education program at the one other (not visited) high school in the district.

There are eight home-school liaisons with the migrant education program. The liaisons visit the camps to make home visits. They also track all students. When a student is identified as potentially a migrant student by the school, the liaisons make telephone calls or home visits to the family to determine whether the student qualifies as migrant and the date of the last qualifying move. The liaisons also coordinate information on student withdrawals between migrant families and the schools and check to see if families need assistance.

It should also be noted that home visits to parents are carried out by many of the others on the staff of the Region XI Migrant Education Program, including MESTs, MISTs, counselors, the health nurse, the health educator, and the OWE coordinator. The home visits are viewed as an important aspect of the success of the Region XI Migrant Education project, both by project and school district staff. These visits provide regular personal contact between the project and the parents and a mechanism for keeping both parties informed about each other.

Migrant Education Facilities

The migrant education office is located in a building on the grounds of one of the district's elementary schools, next to a similar building devoted to the district's curriculum center. The office consists of one large, well lit, airy room divided by low dividers into separate areas for secretaries, MSRTS clerks, and other personnel. The project director and assistant director each have their own office with windows looking out into the main office. The atmosphere is very professional and businesslike, with little unnecessary noise. At the high school,

the offices for migrant staff are the same as, and are integrated with, those for their regular school staff peers.

PROGRAM EFFECTIVENESS

The Region XI Migrant Education Program shows a number of the attributes of an effective program. These include:

- High quality leadership on the part of the district, schools, and migrant education program. Most of the Region XI Migrant Education Program activities described in this report have been implemented during the tenure of the current project director. His approach is to delegate much of the project administration and supervision to other staff members, thereby giving them a feeling of direct involvement in the program. Furthermore, he gives the staff significant lee-way to be innovative. He has also been particularly successful at hiring staff for the program who are well-qualified, industrious, and personable.

  At the district and school-levels, the superintendent and principals are themselves strong leaders who delegate responsibilities to those whom they supervise and express positive interest and encouragement to staff.

- Close coordination among the migrant education program, the regular school program, and other special instructional programs in the district. In a sense, the excellent coordination among instructional programs in the Pajaro Valley USD is a result of the strong leadership and the management styles of the district and program administrators. As noted earlier, there are regularly scheduled meetings among the various levels of administrators (assistant superintendents, special program directors, etc.) as well as informal get-togethers over lunch. In addition, the superintendent has directed particular attention to defining the core curriculum for the schools so that special instructional and support services by migrant education as well as bilingual education and other programs will be clearly supplementary and appropriate adjuncts to the regular school program.

- Thorough identification and recruitment efforts. The migrant education program staff closely monitor the arrival into the district of migrant workers throughout the year. This is facilitated by the frequent home-visits to the migrant camps made not only by the home-school liaisons, but also by other program staff. Furthermore, the office staff at each school in the district alerts the migrant education program staff to all new registrants so that their migrant status may be checked. Beyond all this, the migrant education program makes a special effort to identify students who, although reported to have moved out of the district, have actually dropped out of school but are still in the district. These students are then encouraged to re-enroll in school or to pursue their high school diploma by other means through the AYUDE project.

- Positive school and classroom climate. In the Pajaro Valley schools, migrant students are all but indistinguishable from their nonmigrant peers. They are very well accepted by other students and school staff, and teachers' academic expectations for them are the same as for all other students. With regard to interactions between migrant and nonmigrant students, migrant counselors reported many instances of spontaneous peer-tutoring of migrant students by nonmigrant students in class, and the academically superior students in the California Scholarship Federation voluntarily participate in the Goals for Youth Program (see Appendix A) to serve as role models for the most at-risk migrant students.

THE AYUDE (ASSISTING YOUTH UNDERGOING DROPOUT EXPERIENCES) PROJECT

The AYUDE Project is a dropout prevention/intervention program for migrant students in the Pajaro Valley USD which utilizes career assessment and counseling, remedial basic skills instruction, occupational training and job development placement. It is a cooperative venture among Migrant Education, Adult Education, Vocational Education, and the participating schools, designed five years ago by the present project director. The purpose of the project is to develop and implement a comprehensive, supplementary dropout prevention program that addresses the migrant student dropout problem at various age/grade levels. As elsewhere, the dropout rate for migrant students in Pajaro Valley USD has been substantial. For example, the dropout rate estimates for migrant students at the visited high school ranged over the years from 30 to 70 percent. The migrant education staff felt that estimates could be low, primarily due to many migrant high school students not being counted as dropouts because the school is not informed or assumes the students left the area for another school. The migrant program found instead that in many cases the students had not left the area but report an intent to move to avoid legal action for truancy. The AYUDE program applies a preventive strategies model to hold potential dropouts and a remediation strategies model to rescue identified dropouts.

The AYUDE Project at the High School

The AYUDE project at the high school, being supplemental, runs from 3:15 p.m. (after the end of the regular school day) to 5:15 p.m. Students are given the option to attend twice a week--one class for five units, or four times a week--two classes for ten units. Because of the hours, Adult Education and Vocational Education provide the appropriate staff and pay their salaries; the high school

provides the facilities; and Migrant Education provides the recruitment of students once they have been identified by migrant staff. The Migrant Education Program also provides aides, counseling, and staff to administer the PASS and OWE programs (see Appendix A), as well as to coordinate the project.

Each student is provided an orientation to the project. In addition, there is a group orientation/open house for participating students and their parents. Both orientations consist of an explanation of the project and its goals, clarification of student and project expectations, a site visit, and an overview of project rules including attendance, attainment of credits, and classroom behavior.

The project has eight components. Through the academic assessment component students are assessed for credit accrual, reading and writing skills, career education needs, and need for individual or group counseling. The peer component provides in-depth training to students who then provide support and tutoring to other students in an informal classroom environment. The parent component provides counseling and assistance to parents in motivating their children. A parent support group meets on a regular basis with the counselor to share experiences, concerns, and parenting strategies. The alternative instructional program component is directed toward students not attending school and not willing to participate in the prevention strand. These students are assisted in entering an alternative instructional program such as adult education, the PASS independent study program, or a community-based vocational training program. The academic enrichment component offers flexible instructional services for students needing academic enrichment. The classes are offered over and above those offered in the curriculum at the high school and in Adult Education and Vocational Education. They include classes in computer skills, leadership training, study skills, and basic skills.

The outside work experience component is an after school extension of the OWE program (see Appendix A). It is designed to provide at-risk students with financial need an opportunity to work after school and receive job preparation classes and career education while working toward a GED or a high school diploma. The role models component uses students who have received leadership training to provide support services and tutoring to other students in a big brother, big sister approach. The attendance component uses regular, ongoing communication with teachers and aides, and monthly attendance reports, to identify students with attendance problems. Such students are referred to a counselor who does follow-up

with phone calls, counseling sessions, executes attendance and parent contracts, or makes referrals to alternative programs where necessary.

The AYUDE project is divided into two strands, each of which involves all eight components. One strand utilizes a prevention model and the second strand a remediation model. The prevention model targets potential dropouts currently enrolled in the Migrant Education Program at the high school. The prevention model strand has three major goals:

- Identify potential dropouts
- Keep targeted potential dropouts in school
- Increase successful instructional and non-instructional services.

The remediation model targets students no longer attending school who are certified eligible for supplementary migrant services. The major goals for this strand are:

- Locate dropouts
- Channel willing students into the dropout prevention model
- Provide alternate means for students to continue their education.

At the beginning of school, in September and October, students are just getting settled in and, therefore, there is lower demand for the services of the AYUDE program. However, by the end of October, student progress reports are issued and interest in the program increases on the part of those students who find they are not doing well. Also, more seniors tend to enter the program for help in February, as graduation approaches. Students are recruited for the program through daily school bulletins, class visitations, and teacher referrals. Everyone is kept aware of the programs availability. As the enrollment in the AYUDE program increases during the school year, new sessions are added to meet the increased interest and demand. Adult students can attend if there is space; most of the adults come for the computer class.

Exhibit 9 shows the AYUDE service offerings at the high school for the spring of the 1988-89 school year. There are classes in basic skills proficiencies on Saturdays from 9:00-12:00 a.m. for those who work during the week.

The AYUDE classes also grant variable credits toward electives for graduation and PASS credits can be substituted for missing courses. Students who will be traveling to Mexico come in to sign up for PASS courses and to get extra help.

EXHIBIT 9. Afterschool Migrant Program at the High School for Spring Semester 1988-89

Skill Area	Day	Time
Computers/Word Processing		
Section I (Beginning)	Tuesday/Thursday	3:15 to 5:15 p.m.
Typing/Office Skills		
Section I (Beginning)	Monday/Wednesday	3:15 to 5:15 p.m.
Academic Instruction		
U.S. History	Daily	3:30 to 9:00 p.m.
Civics/Economics	Daily	3:30 to 9:00 p.m.
English	Daily	3:30 to 9:00 p.m.
Basic Skills		
Reading/Writing/ Mathematics	Tuesday/Thursday	3:15 to 5:15 p.m.
Proficiencies*	Saturday	9:00 to 12:00 a.m.

Other Class Offerings**	Day	Time
Outside Word Experience	Daily	7:30 a.m. to 5:30 p.m.
Communications	Wednesday/Thursday	3:15 to 5:15 p.m.
Computers	Daily	3:15 to 5:15 p.m.
Baile Folklorica	Wednesday/Friday	3:30 to 5:30 p.m.
Tutorial	Daily	3:00 to 4:00 p.m.
PASS	Tuesday/Wednesday	3:15 to 5:15 p.m.
Counseling Services	By Arrangement	3:15 to 5:15 p.m.

*Tutorial assistance/preparation for the California Basic Proficiencies exams.
**Registration at the high school required for participation.

The AYUDE Project at the Elementary and Junior High Schools

During the past few years, the program has been expanded from the high school to the junior, middle, and elementary schools in the district. Whereas the focus at the middle, junior, and high schools is on dropout prevention, the focus at the elementary schools is on early intervention to prevent dropout. The project services provide a greater opportunity, through an extended-day, for migrant students to participate and succeed at school during the regular school day. Student participation in the program requires parent permission, and staff impress on children that it is a privilege to attend. If a student poses discipline problems or attendance problems, he/she is dropped from the program and another student is selected off the waiting list to be served. According to the assistant director, there are always more students than the program can serve.

Approximately ten percent of the migrant students at each school participate in AYUDE. The services at each school are designed by the school's migrant staff with regular program staff and administrators' input. AYUDE K-5 services begin near the end of the first quarter to allow planning with the regular program. They operate one or two days a week. "Homework centers" for intermediate-grades or middle schools begin later in the term and operate more days per week.

The nature of the services offered at the elementary schools is determined in part by the view of AYUDE held by the regular instructional staff, who see it as a motivation factor and a provider of services which regular teachers do not provide. Services currently provided at the different elementary, middle, and junior high schools include homework centers, Baile Folklorica (folk dancing), presentations by guest speakers, and field trips. In addition, a snack is offered as an incentive for the students to attend.

At the elementary, middle, and junior high schools, the program meets two or three days a week. Currently, AYUDE serves 320 students in the elementary through junior high program. In addition to the AYUDE programs at the elementary, middle, and junior high schools, there are two preschooler sites.

Regular school program space, transportation and other resources are utilized as appropriate. Migrant Education Program resources include the provision of a snack, instructional materials, and teaching personnel. AYUDE instructional and support services are provided primarily by regular teachers, with assistance from migrant instructional aides and MINI-CORPS/PUPILS students. The MESTs have a managerial role in the program by providing guidance, monitoring program

services, and evaluating the program at each school. The MESTs also have a public relations role, in that it is their job to convince regular teachers that AYUDE is a good thing for the students. In addition, the staff report to the teachers the number of hours each student attends the homework center. Regular teachers are very supportive of the program, and some teachers now give points in class for attendance at the AYUDE homework center.

At the junior high school, the program begins at the start of the school-year with the identification of at risk migrant students. The availability of services through the homework center is advertised at orientation activities, and a handout on the AYUDE program is provided. In addition, there are announcements in the school newspaper and the weekly news bulletin.

Once the at-risk students have been identified, the migrant staff at each school meet with their principal and regular school staff to determine the kinds of activities which will be offered as part of the program. In developing its program of services, AYUDE uses effective ideas from other regions around California.

The core of the program at the high school is a quiet, supportive homework center which serves about 100 students a year. Originally the center was open two days a week, with three aides to help and snacks as an incentive to attend. Staffing was a problem because there would be 20-30 students attending the center daily, but there are only three aides to work with the students, not enough to provide all the help needed for tutoring content subjects.

In 1986 the program expanded to four days a week, one hour and 15 minutes each day. Also in 1986, the MINI-CORPS/PUPILS teacher training program started up and participants in that program became available to help staff the AYUDE program. Currently, there are four MINI-CORPS/PUPILS aides and two staff members at the center. This allows the staff to combine small group and individualized assistance.

The activities of the AYUDE program were observed on two afternoons at two schools, a junior high school and the high school.

On the day the homework center at the junior high school was visited, there were 24 students present at the center, receiving assistance from one MEST, one migrant aide, and two MINI-CORPS/PUPILS students. The homework center was held in a regular classroom. The room was brightly lit and quiet. Three students were late in arriving, and this was noted in a file which is maintained on each student. The file is used to record the hour they arrive and depart, and the

homework they are to work on. The file also has a place for AYUDE staff to sign and verify that the homework was done.

The homework center session began with the presentation of awards for ten or more hours of attendance over the past month. Students were called to the front of the room to receive their awards, while the other students and staff applauded. Following the awards, students worked on their homework. Approximately 90 percent of the students at the center were working on math. The AYUDE staff wandered the room and helped any students who was having difficulties.

PROJECT EFFECTIVENESS

The clearest indications of the effectiveness of the AYUDE dropout prevention/intervention project is increases in migrant graduates from the visited high school over the past six years. As shown in Exhibit 10, the percentage of graduates who were migrant students grew from 26.7 percent in 1982-83 to 31.7 percent in 1987-88, an increase of 5 percent. Project staff attribute these increases to several factors: (a) the overall increase in the student population of the high school by 21 percent, (b) the changes in the immigration laws since 1985 which caused more students to remain in the Pajaro Valley in order to obtain citizenship, rather than return to Mexico, (c) the improved identification and recruitment practices of the Migrant Education Program over the past five years, and (d) the ability of the AYUDE project and other migrant education services at the high school to attract students and keep them in school.

PROJECT TRANSFERABILITY

Of the components of the Region XI Migrant Education Program, the most easily transferable is the AYUDE program. As noted by the superintendent of Pajaro Valley USD, the program is a natural for other districts to adapt, since it is clearly supplemental and a school can use existing facilities and staff to operate the program. However, the superintendent also notes that, for the program to be successful, it is important to establish cooperation among the adult, migrant, and vocational education programs. The regular school staff must know what the program offers and how valuable it is to the students. Furthermore, the program must be actively publicized to parents and to students. Also, districts must be aware that

EXHIBIT 10. Percentage of Migrant Graduates at the Visited High School

School Year	No. Migrant Graduates	Total No. Graduates	Percentage Migrant Graduates
1982-83	95	355	27
1983-84	105	375	28
1984-85	110	375	29
1985-86	90	392	24*
1986-87	116	400	29
1987-88	146	461	32

*The dip in the number of migrant graduates in 1985-86 was caused by a strike at the local cannery which forced migrant students to leave school for work.

the program competes with afterschool work and extracurricular activities, so it needs to be "sold" to participants and parents, and it needs to be flexible with regard to offerings and timing of classes, if it is to attract students.

In addition to the AYUDE program, the Region XI Outside Work Experience Program (see Appendix A) could be replicated by another district with relative ease. It requires very little in terms of facilities (one classroom at the visited high school) and very few staff (one coordinator). However, the success of the program depends a great deal on the cooperation of the local business and public services communities. Employers must be willing to offer part-time jobs to migrant students in order for the program to be effective. Thus, in different districts a greater or lesser amount of "selling" of the program to the business and public services communities will be necessary.

APPENDIX
Summaries of Other Region XI Special Projects

As noted in the preceding case study, the AYUDE project is but one of several special projects operated by the Region XI Migrant Education Program. Several others have been mentioned in passing. A brief summary of each is provided here for general reference.

Goals for Youth Program

The Goals for Youth Program is a national cooperative venture between the U.S. Office of Migrant Education and the National Football League in which professional football players are trained as counselors and work with at risk migrant youth. In Region XI it has been implemented as a pilot program at the high school.

The high school program serves only the most at risk students, i.e., students who have been demoted, who are in gangs, who have chronic attendance problems, or who have been referred by counselors or teachers for other problems. The program serves a lot of 9th graders, credit-deficient 10th graders, and some 11th and 12th graders. There are also a few California Scholarship Federation students who attend the sessions to serve as role models for the at risk students. Five or more students are pulled out for each session. (Note that this is one of the rare uses of pull-out in the Pajaro Valley USD; the justification for its use here is that these students would not be attending school at all if it were not for this program.) Students are pulled out from different classes each week so as to minimize the amount of lost instruction in any one subject.

Each group of students meets two times per week, and the player-counselor sees five groups per day. Sessions are held in a small conference room in the library. The focus of each meeting is on learning to set realistic goals by looking at real life situations. The player-counselor also uses the sessions to provide informal counseling to the students, to get them to talk about their problems in and out of school, and to work toward resolving these problems. The player-counselor provides a positive, supportive climate for students where they can freely talk about their problems.

Literatura Infantil

The Literatura Infantil program began in the Pajaro Valley USD to counteract the observed three to five month delays in language development among migrant children. The focus of the program is on providing training and materials to

migrant parents so they can work with their preschool children and discuss with them what they are reading. The program also works heavily on parent self-esteem development; a major goal is to teach parents to be teachers for preschoolers and to be aware of what their children do when learning.

The program tries to encourage parents to use books rather than TV or toys to keep children occupied. Illiterate parents are encouraged to use picture books without words and to make up stories to work with their children. The project also provides a 25-minute videotape showing the language acquisition process and the parents' role in this process. The film is used with parents whose children show delays in the development of speech.

There are two monthly meetings, beginning in October, at which parents are provided with books and self-esteem building training. The parents also receive homework assignments involving working with their children on language development. At the time of the site visit, project participants were working on compiling a collection of folktales for use in teaching their preschoolers.

A significant outcome of the project has been that migrant fathers have been getting involved in their children's education, something which is otherwise rare with migrant parents. The district superintendent also remarked that migrant parents have come to School Board meetings to praise Literatura Infantil and the district is planning a joint Migrant Education/Bilingual Education Literatura Infantil program.

OWE (Outside Work Experience) Program

The OWE Program is a work-study program which places migrant students at the high school in jobs. Interested students sign up on a list which is maintained at the front of the Career Center at the high school. Faculty and counselors also refer students to the program. OWE staff check to see if those who sign up or are referred are migrant then give the names of the migrant students to the liaisons who check on the students' migrant status (i.e., current/former).

Students are then interviewed by the OWE coordinator and informed that they must obtain parent permission to participate in the program. In addition they are informed that they should maintain a 2.0 grade point average while participating in the program. (If a student's average drops below 2.0, the program uses the promise of work and counseling to raise the student's average.) Priority for jobs through the OWE Program goes to at-risk seniors, i.e., those who need two to three credits for graduation. Once all the at-risk seniors have been served, juniors are served

next, then students in lower grades. Currently, there are 110 students participating in the OWE Program.

Once parent permission has been obtained, an interview is scheduled with a potential employer in an area of interest to the student. If the student is uncertain of where their employment interests lie, several interviews are scheduled. If the student is acceptable to the employer, and the employment to the student, the student, employer, parents, and OWE coordinator all sign a contract stating that the student will fulfill his/her employment responsibilities and maintain a 2.0 grade point average. Students work ten hours per week, but cannot work on weekends or holidays. Also, if they miss a day of school due to illness they cannot work that day either.

The OWE program also offers classes two times a week which focus on job hunting skills, resume writing, and interviewing. In addition, study skills are taught in the program. The program also uses speakers who talk about different types of jobs. The OWE staff gets ideas for speakers from a list provided by the local Chamber of Commerce Speakers Bureau, and the students help pick the presenters.

At the end of each quarter, OWE staff visit the job sites to obtain employer evaluations of students. A review of approximately 30 recent evaluations showed that employers are generally very satisfied with the students job performance. (No student received a rating lower than "good" on a five point scale from "unsatisfactory" to "excellent".) The staff use these evaluations both to counsel individual students and to focus the content of program classes.

V. MIGRANT EDUCATION PROGRAM, COLLIER COUNTY (FLORIDA) PUBLIC SCHOOLS

Over the past 20 years, the Collier County Public Schools' Migrant Education Program has evolved a comprehensive array of services for the large numbers of migrant students served by the district. The thrust of the program is academics. Particularly noteworthy are the supplemental instructional services and the dropout intervention/prevention services offered by the project.

The program provides services to schools located in or around two communities, Immokalee (population: 11,038) and Naples (population: 53,743). Naples is primarily a resort community, whereas Immokalee is at the center of the agricultural area of the county. As would be expected by the different economies of these two communities, the majority of the migrant population in the county is located in Immokalee.

The total enrollment (K-12) in the Collier County Public Schools at the time of the site visit (end of January) was 18,895 students. Of these students, 2,709 were classified as currently migratory children and 1,440 were classified as formerly migrant. Approximately 85 percent of all of the migrant children in the district attend school in the town of Immokalee. Nearly all of the students attending school in Immokalee are from low socioeconomic backgrounds and/or are from non-English speaking households. As a result, a range of compensatory education services are offered in the schools, the three largest (in terms of dollars and participants) being Chapter 1--Basic, Chapter 1--Migrant, and State Compensatory Education. All three of these programs are under the supervision of the Director of Federal and State Grants. In addition, there are bilingual magnet schools for elementary students in both Immokalee and Naples, as well as bilingual/ESOL classes at the middle and high schools.

Five schools in Immokalee were visited for this study, three elementary, one middle, and one high school. Each of the visited schools had a full-time migrant home-school liaison to help families locate a home, food, clothing, medical services, etc. Also, the school staff know where each child lives and teachers, other staff, principals, and vice principals go out to homes for various school related purposes. There is a close feeling between parents and the schools, so much so that parents will ask the school to help with problems with children's home behavior. The schools strongly encourage parent involvement.

HISTORICAL DEVELOPMENT

The migrant education program in the Collier County Public Schools has been in operation for around twenty years. The former director is generally credited with single-handedly developing the core program, including the instructional and support services, as it exists today. Originally, the program's instructional services were offered on a pull-out basis; however, as a result of input from classroom teachers, the program evolved an in-class model for the delivery of most services. In addition, to facilitate the administration of both the Chapter 1--Basic and Chapter 1--Migrant programs in the district, these programs are implemented as a combined program. Administrative and supervisory personnel maintain time/effort logs in order to ensure that their time is allocated to the appropriate program.

A number of additional components have been added to the core program over the past several years, in particular to address the problem of dropout among migrant students. The dropout intervention program (Strive to Achieve Yearly--Junior) has been in operation for four years and serves students in grades 3 through 8. It was started in one school at the instigation of several migrant parents, and began with 100 students. After the first year the program was so popular that all of the schools in Immokalee adopted it. The program is a joint venture between the Collier County Migrant Education Program and the Redlands Christian Migrant Association (RCMA).

The migrant dropout prevention program at the high school, Strive to Achieve Yearly--Senior, was developed by a committee of teachers, parents, and administrators and implemented in the 1984-85 school year. The program focuses on development of self-concept, academic and behavioral counseling, job training, placement of students in part-time jobs, and career planning. Much of the work of implementing the program fell on the shoulders of the STAY-Sr. adviser. In particular, finding a bilingual, former migrant liaison to work with the students and parents; finding enough non-profit organizations to offer part-time jobs to participating students; and finding a bus driver and bus to transport students to and from their part-time jobs proved difficult. Once these obstacles were overcome, however, the program was fully operational.

THE PROGRAM

The Collier County Migrant Education Program has been developed to address the the following goals:

- successful completion of high school by migrant students;
- successful progression of migrant students through school;
- improvement of migrant student health;
- increased parent involvement; and,
- availability of after-school education.

The program operates only during the regular-school-year, although some help is provided to students in entering summer programs. Migrant students generally travel north with their farm-working families during the summer months.

Identification and Recruitment

The primary responsibility for identification and recruitment is in the hands of the migrant program's home-school liaisons, who are supervised by the ID&R specialist. They locate all eligible children in the district by visiting homes, labor camps, social agencies, and health facilities. In addition, they work with school enrollment personnel to identify previously recruited families. An interview is conducted with each family to determine the family's eligibility and a form on the family is completed. The family form is then submitted to the migrant education records clerks for review and input into the MSRTS system. Once identified and recruited, the migrant support staff enrolls each eligible student in the MSRTS. Since elementary students in Immokalee change schools often (one student this year has enrolled in four schools over the course of three weeks) and since some families have more than one child enrolled in school, student records are cross-referenced with family forms. Every records clerk checks the family form to correlate children in different schools from the same family. The records clerks keep multiple records of each child's educational history, from the first time the child is classified as migrant. Each program school is inserviced on MSRTS. The ID&R specialist works closely with appropriate school personnel to establish methods for effective use of the MSRTS.

Prioritization of Services

Many students are assigned to classes prior to their arrival in Immokalee because they attended a Collier County public school the previous year. Screening

and/or placement tests are administered by counselors, PREP specialists, or grade-level chairmen at the schools when a student enrolls. Information from MSRTS is used when applicable. Based on the test score information students are targeted by program resource specialists to receive the supplementary instructional and supportive service programs.

Instructional Services

For administrative purposes, the services of the Collier County Migrant Education Program are divided into nine service areas.

Service	No. of Students Served
Early Childhood	125
K-1 Readiness Skills	250
2-5 Language Arts	450
2-5 Math	300
ESOL In-class	300
ESOL Pull-out	200
6-7, 9-12 Language Arts	340
6-8 Dropout Prevention	25
STAY Jr.	250

All of the children who participate in the early childhood component of the migrant education program are currently migrant. The early childhood component provides five seven-hour-long classes per day for 25 students per class. The classes are centers for individualized learning activities. The curriculum used by the program is correlated with that of Head Start and is developmentally appropriate for the 125 four-year-old children served. The services offered are very individualized. The staff try to find out everything about the child's home and educational background and work closely with the home-school liaisons to obtain this information. The majority of the materials used in the classes are teacher-made and focus on manipulative experiences. Emphasis is on self-concept, language development, socialization, fine and gross motor skills, and learning through guided explanation. Children are transported to and from school on buses providing door-to-door service. They eat both breakfast and lunch at the school. There has been a noticeable increase in parent involvement in the program, principally due to a series of monthly seminars focusing on high interest topics. Most of the parents of the children currently in the early childhood program went through it themselves.

There are seven instructional components for grades K-12: (1) readiness skills K-1, (2) language arts 2-5, (3) math 2-5, (4) ESOL in-class, (5) ESOL limited pull-out, (6) language arts 6-7 and 9-12, and (7) dropout prevention 6-8. The first three components all use an in-class model. Instructional tutors are placed in the classroom to provide supplemental help to target students individually or in small groups. Tutors work on skills that teachers have already introduced. Teachers' and tutors' schedules allow for time each day to plan together. Instructional assistance is provided by the tutors five days a week on an as-needed basis during the four hour instructional day. Essentially the same model is used for the ESOL in-class component. An instructional tutor is placed in each district LAU classroom and provides assistance in language acquisition and reinforcement in all content areas on an as-needed basis. The ESOL in-class component operates in the elementary and middle schools and takes students from kindergarten through grade 8. The emphasis of the program on providing services in-class rather than through a pull-out model has evolved over the years as a result of input from the regular classroom teachers at the schools, who have found the in-class model to be less disruptive and less likely to stigmatize migrant children as different.

The ESOL limited pull-out component is offered to the students in kindergarten through grade 5 who are most limited in their English proficiency. The migrant children are pulled out of LAU classrooms each day for 30-40 minutes of intensive English instruction by the ESOL teacher. The teacher is assisted by an instructional tutor. The ESOL teacher coordinates weekly with the regular (LAU) classroom teachers regarding skills teachers are working on and integrates these into her teaching. She uses a variety of materials including the IDEA program, Lets Learn Language program, and English Around the World.

For language arts instruction at the middle and high school levels, the Migrant Education Program uses a replacement model. In this model, the program provides extra instructional staff in order to reduce the pupil-teacher ratio. The program does not serve students in grade 8 because these students are served by a comparable program funded by state compensatory education funds. At the middle school, an instructional tutor works in small groups and individually with students on any area where they are having problems. The tutor's primary task is to reinforce the instruction provided by the teacher. The tutor also takes the students for ten minutes each period to the Computer-Assisted-Instruction (CAI) laboratory.

At the high school, students receive a 50-minute period each day of reading instruction from one of the two reading teachers. Each of the teachers sees around 15 students per class and teaches five classes per day. Each teacher has a tutor working in the classroom. The instruction is almost all individualized and there is little lecturing by the teachers. In addition, the students go to CAI laboratory for ten minutes each period. The focus of instruction is on basic reading. The teachers have a folder which contains a monthly calendar of daily assignments for students and students are responsible for all assignments. If a student is absent from class, the assignment becomes homework. The teachers have found that students work best on short, concise assignments and do not do well on long-range assignments. When students reach grade level they are out of the program.

In addition to the instructional services so far described, the migrant education program has an in-class dropout prevention component for grades 6-8 which focuses on instructional assistance. Tutors provide individual and/or small group instruction in basic skills to at-risk students and assist in the development of personal and social skills. Assistance is provided in two 50-minute periods daily, five days per week on an as needed basis. The objective of the program is for 80 percent of the participating students to improve basic skills in writing/communications and math as demonstrated by mastery of the appropriate standards (measured by standardized achievement test scores) and improve school attendance.

Strive to Achieve Yearly--Junior

The after-school program for migrant students also has an instructional component, as well as recreational and employment activities. Referred to as STAY-Jr. (Strive to Achieve Yearly--Junior), the after-school program is offered to migrant students who are eight years old and older in grades 3-12, four days per week. In addition, recreational activities are provided for "tag-a-longs," i.e., siblings of participants who are less than eight years old but who must accompany the participant in order for the latter to participate. Students participating in the program are provided with a minimum of 45 minutes of after-school activities per day in grades 3-5; a minimum of 90 minutes of activities in grades 6-8; and, in grades 9-12, up to 90 minutes of activities per day. The tutor-student ratio for academic activities in the program is 1:5. The ratio for recreation is 1:8. The activities are evenly divided between instructional assistance/study hall and recreational activities.

At each school, a staff member of the Redlands Christian Migrant Association (RCMA) serves as STAY-Jr. recreational director. The director is also paid by the Migrant Education Program to serve as a home-school liaison. The RCMA staff receive $10.00 per hour to visit parents after program hours, i.e., between 5:00 p.m. and 8:00 p.m. and weekends, to discuss discipline, homework, good things the child has done, explain report cards, etc. The ID&R specialist/social educator coordinates these visits with those conducted by other program staff so that parents are not beseiged by program staff making home visits. The RCMA staff also talks to parents, at the request of teachers, about school matters not directly related to the STAY-Jr. program and provides workshops for parents on how to discipline children, how to teach children responsibility, and how parents can encourage children. They also provide inservice to regular school staff on cultural awareness.

In addition, at each school, there are supervising teachers from the regular school staff who provide curriculum leadership and supervision in both the academic and recreational areas. The program hires migrant high school students to serve as academic tutors and recreational helpers. The schools provide transportation home for the students; however, RCMA also places one adult on each bus to ensure discipline is maintained. All after-school participants are provided a daily snack.

An after-school session of the STAY-Jr. program was observed at one of the elementary schools. The supervising teacher for the recreational program at that school was the music teacher during the regular school day. Working with her were four tutors who provide the 45 minutes of arts, crafts, and outdoor activities. Concurrently, a teacher and four tutors were providing 45-minute sessions in academic work. The teachers noted that the tutors, all of whom are migrant high school students employed for the STAY-Jr. program by the project, are very good with the children. Besides helping the children with homework and monitoring them during recreation, the high school students provide role models for the children. The academic assistance focused on homework which the children were assigned by their regular teachers. Once this work was completed, if time remained in the 45 minute period, they were given additional academic work in basic skills to complete. As the academic teacher commented, the goal is to keep the children working on something at all times. Last year, children were not kept busy all of the time and this created major discipline problems.

The recreation teacher noted that activities differ from day to day to maintain the children's interest. Mondays and Wednesdays are devoted to outdoor games,

Tuesdays and Thursdays are spent on arts and crafts. Fridays are a free-choice day. In arts and crafts, the children were engaged in writing their own books and binding them. During the observation it was apparent that the staff gives lots of attention to the children and engages them in conversation a great deal. The low staff to child ratio (1:8) permits a great amount of individualized attention.

The STAY-Jr. director from RCMA, however, added the following admonitions. He noted that the STAY-Jr. program, because of its initial popularity, grew too fast over the first four years and there were problems as a result. Anyone adopting/adapting the program to another district should be cautioned to go slowly the first few years in order to be able to catch any problems and focus on program improvement. Specifically, he mentioned that there had been a communication breakdown between the schools and the RCMA which resulted in the children not having enough to do and discipline problems. To be successful, children must be kept occupied and there must be firm discipline.

Strive to Achieve Yearly--Senior

The dropout prevention component at Immokalee High School (referred to as STAY-Sr., Strive to Achieve Yearly--Senior) provides a program for migrant potential dropouts. A full-time adviser is responsible for the program. She is housed at the high school and reports first to the high school principal and then to the migrant education project director. The program provides opportunities for development of self-concept, academic and behavior improvement, job training and employability skills and career planning. The adviser also serves as advocate/counselor for all migrant students, offering guidance for personal and school problems (attendance, suspension, credit accrual scheduling, etc.). The adviser tracks absenteeism, suspensions and grades throughout the year. There is follow-up on dropouts and every effort is made to enroll dropouts in other educational programs (e.g., GED, HEP, Job Corp., MEOP).

Because economics has been found to play an important role in dropout in Immokalee, once at-risk students have been identified, the program assists the students in obtaining part-time jobs as an incentive for staying in school. The students work two hours per day, after school for local non-profit groups. The STAY-Sr. program pays the students wages and, in return, the service organization helps train the students and keeps track of the hours worked. The adviser calculates that there are 220 at-risk migrant students in the high school. So far, during the 1988-89 school year, the STAY-Sr. program has found employment for 50

students and has provided tutorial services to another 150 students. The adviser notes that the number of students served by the tutoring program, which is a voluntary after-school walk-in study hall, has doubled this year from last year. The program also has 15 students in dropout recovery, studying for the GED. In addition, from five to eight students are counseled by the STAY-Sr. adviser each day. For the past two summers some 30-40 of the high school students made up lost credits toward graduation by participating in Migrant Summer Institutes, held at area colleges. Program staff recruit the students, assist with enrollment requirements, provide transportation, and help work out any problems that arise while parents are working in northern states.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

Collier County is one of 67 counties in Florida and receives 10 percent of all of the State's Chapter 1--Migrant funds. The funds are divided among the various components of the program as follows.

Administration	$491,614
Early Childhood	9,450
K-1 Basic Skills	356,939
2-5 Language Arts	254,955
2-5 Math	254,954
ESOL In-class	290,414
ESOL Pull-out	181,825
6-7, 9-12 Lg. Arts	301,400
6-8 Dropout Prevention	9,155
STAY-Jr.	77,775
Other Support Services	458,053[1]
TOTAL	$2,686,534

[1]Includes funding for the STAY-Sr. program, all identification and recruitment activities, use of the MSRTS system, participation in interstate and intrastate coordination efforts, health services, nutrition services, other social services, bus transportation, and parent involvement activities. No further breakdown by service is available.

Staff

The staff of the Collier County Migrant Education Program is comprised of 160 individuals who are funded in part or in whole by the Chapter 1--Migrant grant. The specific positions on the staff and the number of individuals in each are given below.

Administrative Staff	
Project Director	1
ID&R Specialist/Social Educator	1
Secretaries	3
Inventory Clerk	1
Data Entry Specialist	1
Records Clerks	4
Support Services Staff	
Home-School Liaisons	8
STAY-Sr. Adviser	1
STAY-Jr. Teachers	5
Instructional Staff	
ESOL Teacher	2
Teachers	8
Proctor	1
ESOL Tutors	11
Tutors	110[1]

In addition to the regular staff, some 67 high school students are hired for the STAY-Sr. after-school employment component.

The chief administrator of the project is the Director of Federal and State Compensatory Education Programs. In addition to the Chapter 1--Migrant Education Program, he coordinates the district's Chapter 1--Basic, State Compensatory Education, Indian Education (Title IV), Head Start, State Pre-kindergarten Migrant Education, Chapter 2, and State Early Education programs. The current director has held this position for only one year. During his previous 14 years in the district, he served as curriculum director, then project director for bilingual education, then principal at three predominately migrant schools in the district.

The ID&R specialist supervises the records clerks, the data entry specialist, and the home-school liaisons. He also is responsible for working with the Redlands Christian Migrant Association in supervising the STAY-Jr. program and coordinating

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[1]This figure does not include those STAY-Sr. high school students who work as tutors for the STAY-Jr. program.

the social support services provided through the project. Two resource specialists extend their professional services to both the Chapter 1--Basic and Chapter 1--Migrant Programs. The migrant preschool staff of five teachers and eight aides is funded by a state grant.

The main job of the home-school liaisons is the identification and recruitment of migrant children. The home-school liaisons are based at each participating school and daily receive a printout of new enrollees from the school office. The liaisons report that they are often able to interview parents and recruit migrant students at the time the child is being registered at the school. In addition, they are able to identify many migrant families before the children are enrolled in the school, since the same families tend to return to Collier County each year. However, there is also a large number of new migrant families arriving in the county each year, so the home-school liaisons must be constantly on the look-out for new migrant students.

In addition to their responsibilities for identification and recruitment, the home-school liaisons make health referrals for students, help locate food and clothing for needy migrant families, and assist migrant students and families with any other social or health needs they may have. Each liaison averages between eight and ten visits to migrant families every day, many of these visits being made on evenings, weekends, and holidays to accommodate parents' work. The home-school liaison at the high school also visits migrant dropouts to explain options for staying in school, getting a GED, or going to college. The liaison then debriefs the STAY-Sr. adviser about her visits with dropouts. The liaison for the early childhood program has the extra responsibility of assisting with the creation of a cumulative file for each child, since they have no prior school records. Throughout the year, the home-school liaisons update student and family records.

Migrant Education Facilities

The administrative offices of the Collier County Migrant Education Program are located in the Bethune Education Center, along with the offices of other federal and state programs. Also housed there are the adult education and pre-kindergarten classes for the Immokalee area.

The migrant program has three separate offices: one for the use of the ID&R specialist, the records clerks, and the MSRTS data entry specialist; one for the resource specialists; and one for the director, who is also director of Chapter 1--Basic and State Compensatory Education. At the high school, the migrant program

staff has two trailers which are used both as offices and as classrooms for the reading program.

PROGRAM EFFECTIVENESS

The principal evidence of the effectiveness of the instructional components of the Collier County Migrant Education Program are the student gains on standardized achievement tests. Data obtained from the State Office of Compensatory Education showed that the Collier County Migrant Education Program had the highest standardized achievement test gains from spring 1987 to spring 1988 of the eleven counties in the state with migrant programs--2.43 NCEs (normal curve equivalents) in reading and 8.49 NCEs in math.

The evidence for the success of the STAY-Sr. program at the high school consists of several pieces of data. First, school records show that, although the overall dropout rate at the high school has varied only slightly from 13 percent prior to the 1985-86 school year to 10 percent in the 1987-88 school year, there has been over a 50 percent decrease in the number of high school dropouts who are migrants in that time period. As shown in Exhibit 11, in 1984-85, 68 percent of the dropouts were migrant students while in 1986-87 only 33 percent were migrants. In addition, there has been a five-fold increase between the 1984-85 school year and the 1987-88 school year in the number of at-risk migrant students who have graduated from the high school, and the average of GPA of at-risk migrant students has shown a steady increase.

EXHIBIT 11. Synopsis of Outcome Data for the STAY-Sr. Program

	1984-85	1985-86	1986-87	1987-88
Percentage of dropouts who are:				
Migrants	68	44	33	*
Nonmigrants	32	56	67	*
Percentage of graduates from STAY-Sr.	4	12	16	22
Average GPA of STAY-Sr. students	1.6	1.7	1.8	*

*Data unavailable at the present time.

The STAY-Sr. adviser notes that the program cannot take all of the credit for the decrease in dropouts. Credit must also be given to other factors, such as the school's ROTC program (most of the participants are migrant students), more accurate reporting, and the tutorial program through the state compensatory education. In addition, the STAY-Sr. adviser's records show that out of the 30 migrant students who took the GED test through the school's alternative education program recently, ten earned the GED. The other 20 have stayed in the program to prepare to take the test again. The GED alternative program is deemed a successful strategy, for all 30 of these students would be dropouts without the program. As further evidence that the STAY-Sr. program is perceived locally to be successful, teachers and principals are presently pushing for a program like STAY-Sr. for nonmigrant students.

Outcome data on the STAY-Jr. program reveal a similar pattern of success. As shown in Exhibit 12, the average daily attendance for STAY-Jr. students increased from 85 percent in 1985-86 to 94 percent in 1986-87 and 1987-88 and the improvement rate (a measure of the percentage of STAY-Jr. students who show improvement in their grades in at least one subject during the school year) went from 58 percent in 1985-86 to 97.8 percent in 1987-88.

EXHIBIT 12. Synopsis of Outcome Data for the STAY-Jr. Program

	1985-86	1986-87	1987-88
Average daily attendance of STAY-Jr. students	85%	94%	94%
Improvement rate* of STAY-Jr. students	58%	94%	98%

*The percentage of students who showed an improvement in grades in at least one academic subject during the school year.

PROGRAM TRANSFERABILITY

Many features of the Collier County Migrant Education Program could profitably be replicated in other school districts serving migrant students, in particular those districts with high proportions of migrant to nonmigrant students. For example, the use of the same service delivery model, some of the same instructional staff, and the same administrators to run both Chapter 1--Basic and Chapter 1--Migrant instructional services appears to improve coordination and minimize stigmatization of migrant students as different from other students. The stigmatization of migrant students as different is further reduced in Collier County by the use of an in-class model for service delivery. This minimizes pull-out and the resultant identification of those being pulled out. The use of the in-class model throughout the Immokalee schools is, in large part, possible because nearly all of the students are from low socioeconomic backgrounds. As a result, the majority of both migrant and nonmigrant students are in need of some compensatory education services. The staff of the Collier County schools note, however, that they have arrived at the service delivery model which they use after 20 years of trial and error and, thus, another district should expect some trial and error in adopting any aspect of their model.

To assist other districts in implementing a program similar to the STAY-Jr. project, the migrant social educator who coordinates the program noted the steps which had been followed in implementing the program in Collier County:

- a needs assessment of the district was conducted to determine answers to such questions as the number of students to be served, the criteria for selection, the sites to house the program, the type and size of the staff, funding sources, transportation and food requirements, etc;
- next, a task force of parents, principals, teachers, and community agency representatives was formed to look into the possibility of such a project;
- then, a community agency (RCMA) was selected to become a partner with the school district in providing program services; and
- a grant application for funding was written.

He also notes that staffing is very important to the success or failure of this type of program. Much care and thought must go into the selection of a director(s), teachers, agency staff, and high school tutors.

The director of the STAY-Sr. program had the following recommendations for other districts interested in implementing a similar program. These were:

- solicit jobs at non-profit sites in the community (e.g, schools, government offices, community service agencies); explain that the employer will receive free services in exchange for training and supervising the student;
- provide transportation for participants from school to the job site, and from the job site to home; and
- monitor participants on the job frequently (this is done every two weeks in the Collier County program).

VI. MIGRANT EDUCATION PROGRAM, MINIDOKA COUNTY SCHOOL DISTRICT NO. 331, RUPERT (IDAHO)

The Minidoka County School District No. 331 serves a four-county, rural region whose principal economic base is agricultural. Sugar beets, potatoes, cattle, and dairy herds are raised in the area. There are also several food warehousing and processing plants that provide employment. Migrant families are dispersed throughout the surrounding communities and live in privately owned rental housing or in a low income housing development open to qualifying migrant families.

Migrant parents are predominantly Hispanic, Spanish-speaking, and earn relatively low wages by working in the local agricultural and ranching industry. Parents typically have little formal education, yet value education as a key to advancement. English language skills are seen as vital and parents wholeheartedly support their children's progress in acquiring them. Migrant parents do not often become involved with the schools because of their limited English speaking skills and low educational levels. Parents reported that they were pleased with the quality of local public education and that their children enjoyed going to school.

The majority of migrant students are native Spanish speakers who have varying degrees of English fluency. There are slightly more than 4,900 students enrolled in the entire Minidoka district. Of these, 736 (15%) are Hispanic and 454 (9.2%) are classified as migrant. Males and females are equally represented in the migrant student population. One hundred and forty-four migrant students are served by the program's tutorial component and all 454 migrant students are served by the home-school coordinator. One hundred and twenty-eight of the students served by the tutorial program are categorized as currently migratory and only 16 are categorized as formerly migrant. Migrant family mobility remains relatively high in the district.

Six elementary schools are served by the project. Three are grades K-3, one is grades 4-6, and two serve grades K-6. There are two junior high schools serving grades 7-9 and one high school (10-12). Though some schools are advanced in age, they are well-kept and in a good state of repair. Individual classrooms are cheerfully decorated and attractive.

HISTORICAL DEVELOPMENT

The project began in 1973 and has been in operation since that time. The district superintendent was able to describe some of the changes that have occurred in the migrant program since its beginning. Especially noted were the following:

- The number of students involved has increased; this is attributed to active solicitation of interest in the program.
- There is now more emphasis on "basics" whereas past efforts included a broader array of activities focusing upon such topics as music, art, environmental education and conservation.

There is positive acceptance of the program by regular school staff and others in the community as evidenced by interviews with administrators, regular classroom teachers, migrant students and parents, and members of the migrant program staff.

THE PROGRAM

Identification and Recruitment

The home-school coordinator maintains close contact with families in the surrounding communities through frequent home visits. An informal communications network has been established that passes along information about educational services to newly arriving migrant families. Similarly, the home-school coordinator is told when new families arrive, thus allowing initial contact to be made by either party. The small community atmosphere of the district allows effective word-of-mouth communication about available services that encourages participation of eligible students.

Prioritization of Services

Priority is given to currently migrant, school-aged students. The major emphasis of the migrant program is on the development of English language skills, both speaking and reading. As soon as students acquire basic English skills, they are introduced to other curricular areas such as mathematics, social studies, and, at secondary school levels, other traditional subjects. There is no bilingual instruction in the district.

Both the migrant program supervising teacher and the migrant program instructional aides are in frequent touch with classroom teachers to identify students in need of supplemental instruction. Acceptance and recognition of the migrant program's beneficial contributions is evident on the part of regular classroom teachers. As a result, they are willing to refer students in need of help to migrant program staff.

Students requiring additional instructional help are individually diagnosed in a number of ways, both formally and informally. Formal diagnostic instruments used by migrant program staff include the Language Assessment Scales (LAS), the Brigance Assessment of Basic Skills (Spanish edition), the Slosson Oral Reading Test, and the California Achievement Test (the CAT is used both as a pre-post measure in NCEs and as an item-analysis diagnostic instrument). Both regular classroom teachers and migrant program instructional staff use teacher-made tests to provide more informal assessment of student skill development.

Diagnostic information is used to develop an Individualized Learning Prescription (ILP) that serves as the foundation for instructional activities to be undertaken by migrant program staff.

Instructional Services

Diagnostic test results are combined with more informal measures, including observation, to develop an instructional program tailored for each student's needs. A mix of commercially available materials and teacher- or aide-developed materials are used for instruction. In general, aides and teachers with fewer years of service rely more heavily upon commercially available materials. Those with more experience were much more likely to use self-developed materials. During the course of an interview, one migrant program aide remarked that although "most [instructional material] is elemental. Numbers are numbers. The materials [used by the program], if not culturally relevant, are culturally compatible." The migrant program supervising teacher is a positive influence on the adoption of new approaches and materials.

Preschool children are served by having a migrant aide go to the classroom rather than through a pull-out program. Fundamental developmental skills are targeted by the migrant staff during one to two hour per day visits to the classroom. Students are taken out of the regular classroom if testing is required.

Supplemental assistance at the elementary school level is accomplished by a pull-out program conducted by migrant program aides in independent resource rooms. Regular classroom teachers send students to the resource room four to five times a

week for sessions approximately 30 minutes long. Typical resource room sessions involve 10-15 students at once. Teachers sometimes prescribe classroom work to be completed in the resource room under the guidance of the migrant program aide.

Migrant students at the high school level are placed in a regular curricular program and receive tutorial assistance from migrant program staff. Students at both the junior high school and high school levels have tutorial sessions lasting 55 minutes a day. High school students are eligible for participation in the Idaho Portable Assisted Study Sequence (PASS) Program. This is a statewide high school independent study program for migrant students in grades nine through twelve. The program is adapted from the Washington State PASS program.

Observation of resource room sessions indicated a high degree of teaching proficiency. Aides were sensitive to individual differences and adept at encouraging student participation. Positive feedback was common and frequent. Although almost all instruction was done in English, aides were quick to assist highly limited English proficient students by explaining tasks in Spanish.

The district has no bilingual instruction program in place. Migrant students having very limited English proficiency rely heavily on the bilingual migrant program aides to teach them enough English to function in the regular classroom. Most regular classroom teachers are non-Spanish speaking so they, too, depend upon migrant program staff to teach students English. The success of this initial instruction in English language skills seems pivotal to subsequent student success in a regular classroom. Once fundamental English language oral and reading skills are acquired, the student can realize increased benefit from English-only instruction in other curricular areas.

Open communication between students' regular classroom teachers and migrant staff is the norm. The migrant program staff have recently adopted the use of a "Progress/Communication Form" as a means of transmitting information on student progress to regular classroom teachers. This form summarizes the migrant staff assessment of student progress in the areas of oral language, vocabulary development, grammar, phonics, reading, Dolch and other reading vocabulary words, reading comprehension, basic concepts in math and spelling, and any book reports the student may have completed. A conference is arranged between migrant and regular school staff if there is a difference in assessed performance.

A positive attitude toward migrant students on the part of both regular school and migrant program personnel was observed throughout the site visit. Particular emphasis is placed upon student self-image, i.e., staff were consistent in efforts

to recognize good performance rather than emphasizing student shortcomings. The number of migrant students enrolled in the district is relatively large in proportion to the total enrollment. This condition allows migrant students to be better integrated with the regular school structure and precludes focus upon migrants as "unusual students."

Migrant program staff and regular school staff both expressed concern for building migrant students' self-image. By providing successful learning experiences for migrant students, staff are optimistic about improving self-image. Observation of classroom practices revealed that staff were very positive with students and were careful to give students appropriate instructional tasks. Staff were supportive and willing to assist students having difficulty with assigned work. Sessions seemed well organized, planned, and made good use of available time.

Support Services

Parent Involvement. Migrant parents are invited to several open houses held during the school year. Though attendance is not always high, the home-school coordinator encourages parents to play an active role in their children's education by participating in school events. The chairperson of the Parent Advisory Committee reported that parents attend special events at schools such as award assemblies, science fairs, and school carnivals. A major deterrent to full participation is the limited English proficiency common to most parents. Migrant aides maintain another communication channel to parents because they are bilingual. Casual social contact with parents occurs outside the school in stores, church, and other places. These casual meetings almost always involve discussion of student progress in school.

A Parent Advisory Committee has been established for each school with a total participation of 27 parents (three parents for each school). The six migrant program classroom aides also serve on the committee. Twenty-four of the parents are classed as currently migratory and three as formerly migratory. Membership on the committee changes annually. Through the advisory committees, parents have interactions with matters at the building level in addition to the program level. This arrangement encourages greater parent involvement because they deal with issues directly affecting their own children.

Other Support Services. The project offers referral services to other agencies who can provide assistance beyond the scope of the project proper. Students may also be eligible for special education services, counseling, Chapter 1 programs,

and other services provided by the district that are not funded by the migrant program. The migrant program receives free books for the state-operated Migrant Education Resource Center and from the State Department of Education, free clothing from churches, and, if the qualifications are met, students receive reduced-fee or free lunches.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

Total project funding for the 1988-89 school year is $193,789. The majority of the budget is allocated to instructional personnel.

Staff

The project director's level of effort on the project is .07 full-time equivalent with remaining time dedicated to other job responsibilities in the district, i.e., the director also serves as curriculum director and as fiscal director. The director has served as head of the Minidoka migrant program for the past year and a half and has accumulated other experience with migrant programs during service as superintendent of schools for another Idaho district. The director holds a master's degree and is in the process of completing a dissertation for a doctoral degree. General project administration falls under the aegis of the director, whereas operational aspects of the program are handled by the program's supervising teacher. The director meets monthly with all school principals in the district, but reported that the topics discussed were mainly general in nature rather than specific to the migrant program. Migrant resource room observations are conducted by the director approximately four times a year. Regular classroom teachers who have migrant students are assisted by the building principal and the supervising teacher. The director hires and evaluates the job performance of the migrant staff in consultation with the Supervising Teacher.

The two full-time project staff who report to the director are the supervising teacher and the home-school coordinator. The supervising teacher plays the major role in daily operation and management of the program. This individual serves as the liaison between migrant program aides and regular classroom teachers and regular school administrative staff. Monthly inservice training for all the instructional aides is led by the supervising teacher. The home-school coordinator visits the homes of newly arrived migrant families in an effort to enroll qualified

migrant students in the program. The coordinator continues periodic home visits once a family's children are enrolled in the program to serve as a liaison between the school and the home. Also, the district's summer program is directed by the home school coordinator.

There are six migrant education classroom aides and two certified teachers. One of the certified teachers works with migrant students at the junior high level and the other serves as the supervising teacher for the program. All of the migrant aides speak fluent Spanish and English. Secretarial support is provided at a level of .14 FTE (the portion funded by the migrant education program). One-half FTE is supplied by the MSRTS Clerk. Health care is provided by district staff with no funding contributed by the migrant program.

The Migrant Program's supervising teacher acts as an energetic liaison between migrant program and regular school staff, including administration. This individual maintains close contact with students through frequent visits to both regular classrooms and migrant program resource rooms. The supervising teacher is a key ingredient in maintaining staff morale, diagnosing individual student learning difficulties, and in continually improving the services offered by the program. New instructional materials and techniques are introduced to aides by the supervising teacher, both informally and during monthly inservice training sessions. The supervising teacher is highly supportive of efforts to assist migrant students and is quick to recognize superior staff performance.

The supervising teacher regularly conducts inservice training sessions that are attended by both migrant and regular school staff. Sessions have covered topics of interest and usefulness, including learning styles and cooperative learning. Inservice meetings emphasize specific techniques that can be used in the classroom rather than theory-level discussions. During the site visit, several individuals remarked about the quality and frequency of inservice training made available by the State Department of Education.

Migrant Education Facilities

The migrant program administrative staff are located in a separate, portable building on an elementary school campus. All of the district's school facilities, though some are advanced in age, are clean and attractive. School staff have expended considerable effort in decorating classrooms and hallways with posters, student artwork, and other materials. Most of the program's instructional

activities take place in a designated migrant education resource room located at each of the schools served.

PROGRAM EFFECTIVENESS

The migrant program has amassed considerable data regarding student performance. The Language Assessment Scale (LAS) is used as a pre-post measure for students whose English language skills are low. Two hundred and eleven students were given the LAS in the fall of 1987 with 90 students recording posttest scores on the LAS in the spring of 1988. As shown in Exhibit 13, 60 percent showed a gain of at least one level of language proficiency on the test.

EXHIBIT 13. Language Assessment Scale Pre-/Posttest Results for 1987

Change in Language Level	N	Percentage
+ 3	4	4
+ 2	26	29
+ 1	24	27
No Gain	28	31
- 1	5	6
- 2	0	0
- 3	3	3

The district also uses the California Achievement Test (CAT) to measure improvement in student performance. Two sets of normal curve equivalent (NCE) data were available and are shown in Exhibits 14 and 15. The first set is from the 1987-88 school year and the second set is from the 1988-89 school year. The number of students having both pre-/posttest scores on the CAT is small in comparison to the total number of migrant students served by the project. District personnel point out that most migrant students are not in school at the time when the state requires standardized achievement tests to be administered.

EXHIBIT 14. California Achievement Test Pre-/Posttest Results for the 1987-88 School Year

Subject/Grade	N	Average NCE Change
A. Language Arts		
Grade 1	0	N/A
Grade 2	9	+13
Grade 3	7	+ 6
Grade 4	6	+19
Grade 5	4	+14
Grade 6	5	+ 1
Grade 7	2	+12
Grade 8	1	0
Grade 9	4	+25
Grade 10	0	N/A
Grade 11	0	N/A
Grade 12	1	- 1
B. Reading		
Grade 1	0	N/A
Grade 2	9	+ 1
Grade 3	10	+ 8
Grade 4	4	+ 2
Grade 5	2	- 8
Grade 6	4	+ 7
Grade 7	0	N/A
Grade 8	0	N/A
Grade 9	0	N/A
Grade 10	0	N/A
Grade 11	0	N/A
Grade 12	0	N/A

EXHIBIT 15. California Achievement Test Pre-/Posttest Results for the 1988-89 School Year

Subject/Grade	N	Average NCE Change
A. Language Arts		
Grade 1	37	+25
Grade 2	1	+29
Grade 3	3	+18
Grade 4	1	0
Grade 5	5	+18
Grade 6	0	N/A
Grade 7	3	+18
Grade 8	0	N/A
Grade 9	2	+24
Grade 10	4	+40
Grade 11	1	+17
Grade 12	1	+20
B. Reading		
Grade 1	0	N/A
Grade 2	4	+ 7
Grade 3	3	+ 5
Grade 4	2	- 6
Grade 5	5	+13
Grade 6	1	+18
Grade 7	1	+19
Grade 8	0	N/A
Grade 9	2	0
Grade 10	0	N/A
Grade 11	1	0
Grade 12	2	0

PROGRAM TRANSFERABILITY

Migrant program instructional staff are well trained and are given very positive support by the supervising teacher. A strong sense of team unity exists that manifests itself in the sharing of ideas, instructional materials, and techniques. The supervising teacher, who is bilingual and very knowledgeable about migrant lifestyles, serves as mentor to the instructional aides and to regular classroom teachers. This mentorship role allows the supervising teacher to have great influence on the quality of day-to-day instruction given to migrant students. The supervising teacher plays a leadership role that communicates an enthusiasm for teaching and learning that is contagious to students and staff alike.

The development of Individualized Learning Prescriptions through the cooperation of the classroom teacher and the migrant program staff is another plus in the delivery of effective instruction. Also, careful monitoring of student progress combines with open communication between migrant program staff and regular classroom teachers to enhance the individualization of instruction. The fact that all migrant aides are bilingual greatly contributes to the ease with which non-English speaking students adapt to the school environment. Were there no language bridge, the process would surely be more difficult.

VII. UPPER VALLEY JOINT MIGRANT EDUCATION PROGRAM, FREMONT COUNTY INDEPENDENT SCHOOL DISTRICT NO.215 ST. ANTHONY (IDAHO)

The Upper Valley Joint Migrant Education Program is operated by Fremont County Independent School District #215 and is designed to provide individualized tutorial assistance to each eligible migrant student who has unmet educational needs. Though the program is administered by the Fremont County District, two other nearby districts are also the recipients of services to migrant students. These districts are Teton County School District and Sugar-Salem School District, Idaho.

All three districts serve predominantly rural communities. The communities' two economic mainstays are ranching and farming. The principal crop is potatoes. The area is very stable with a high percentage of lifelong residents. Lifestyles tend to center upon family activities with great value attached to the well-being of children.

The parents of migrant children are most commonly employed in the local potato or ranching industry. Few speak English with any degree of fluency and many are monolingual Spanish-speaking. The majority have migrated to the area from Mexico and are not particularly well integrated into the community. Their lives center upon work and family. Parents report being very pleased with the educational opportunities being afforded their children. Parents value English fluency and are happy about the English language skills their children are acquiring. Parents tend to live in inexpensive dwellings that are either rented or are provided by the employer. Mobile homes are common residences.

Most students are of Mexican heritage and are native Spanish speakers who, once they have begun acquiring functional English-speaking skills, often serve as translators for their parents.

At the time of the site visit, there were 107 currently migratory and 210 formerly migratory students being served by the migrant education program. As might be expected, the total enrollment varies as students enter and leave the area. Of the total 317 students served, 146 are male and 171 are female.

Sixteen schools are involved with the migrant education project in the three different school districts. Schools tend to be small with elementary school enrollments ranging from 250 to 470; junior high enrollments range from 280 to 350. Four high schools are served by the project with 500 students in the largest and 220 students in the smallest. Total combined enrollment for the three districts is approximately 5,000.

HISTORICAL DEVELOPMENT

The project was begun in 1970 and has operated continuously since its inception. During the first four to five years, only one school in one of the districts was involved. As more migrants moved into the area and the project became more widely recognized for its positive contributions to the education of migrant students, acceptance grew. Along with greater project acceptance came adoption by more schools. Over time, the project has grown to its present size of three school districts and 16 schools. Total student enrollment in the project has risen from eight students at the outset to more than 300 students today. Both the original implementation of the project and subsequent additions have been preceded by positive acceptance by teachers, administrators, and the community at large.

THE PROGRAM

The stated objectives for the program are:

1. Eighty percent of the limited English proficient (LEP) students will show a growth of ten points on the Language Assessment Scale (LAS).

2. Students receiving services in reading will show a Normal Curve Equivalent (NCE) gain of five points when measured on the Iowa Test of Basic Skills (ITBS) or the Woodcock Reading Mastery Test (WRMT).

3. Fifty percent of the students being serviced through the Migrant Program will be assessed to identify their learning style.

4. Classroom teachers that have students in the Migrant Program will receive a minimum of one monthly contact from migrant personnel to coordinate programs.

5. Each child in grades 1-8 will receive a minimum of one hour of instruction in reading per day (Note: This includes work done in the regular classroom.)

Identification and Recruitment

Vocational and social contacts among Spanish-speaking migrant families create a word-of-mouth information network that serves to notify new residents of the availability of educational services. Eligible migrant students are often identified as a result of parents contacting the home-school coordinator (who is well known throughout the community). Additionally, all newly enrolling students are screened for possible eligibility for the migrant program.

Prioritization of Services

Entry to the migrant program is based upon need with priority being given to those students who demonstrate limited English proficiency. Emphasis is given to the development of migrant student oral language skills in English. Other language skills such as reading comprehension, spelling, punctuation, and the like receive instructional/tutorial time as the student's level of language development permits. Mathematics tutoring is done at the secondary level. The specific skills upon which an individual student is to receive tutorial support are identified via a well-defined diagnostic process combined with observation and dialogue between regular school teachers and migrant staff.

Student needs are determined by use of a variety of information sources. All available MSRTS information is collected, the student's parents are interviewed as appropriate, and, if necessary, a telephone call is made to the school last attended by the student. The supervising teacher noted that requests for information have been made to schools in Mexico, but there has been no response to the queries.

Diagnostic testing is conducted to determine specific skill needs. Tests used include the Language Assessment Scale (LAS), the Iowa Test of Basic Skills (ITBS), the Woodcock Reading Mastery Test (WRMT) and the Spanish language edition of the Brigance Diagnostic Assessment of Basic Skills. The LAS is a completely oral test that has been adopted by the State of Idaho to accomplish language screening for limited English proficient students. The ITBS is primarily used as a pre-post measure of gain while the Brigance Diagnostic Assessment of Basic Skills (a criterion-referenced test) is a major source of information about skill deficiencies. Experience has shown that "student needs vary from learning English as a second language to help in completing classroom assignments." [Source: Migrant Program Presentation to the Sugar-Salem School Board] Grade placement is normally based upon the student's age as the program prefers to maintain "age contemporary groups" with individualized tutoring given that is appropriate to the student's skill needs.

Program Placement for English-speaking Migrants. Once an elementary level student has been determined eligible for participation in the migrant program, placement is done in accordance with a set of published guidelines. If the student is English-speaking, the regular classroom teacher and the migrant program supervising teacher confer to assess the student's educational needs. Any existing test data are reviewed and analyzed. If insufficient data are available, the

supervising teacher conducts a testing program to provide information regarding individual needs. Students who score below the 40th percentile are candidates for supplemental instruction. The district's "Supplemental Instruction Policy Statement" establishes a set of placement guidelines that places English-speaking students into various programs as follows.

TEST	AREAS OF DEFICIENCY	PLACEMENT
ITBS	Word Analysis	Chapter 1 Reading
	Reading	Chapter 1 Migrant Education
	Language	Migrant Education
	Vocabulary	Migrant Education
	Work-study skills	Migrant Education
	Arithmetic	Chapter 1 Math
WRMT	Word Analysis	Chapter 1 Reading
	Word Identification	Chapter 1 Reading or Migrant Education
	Word Comprehension	Migrant Education
	Passage Comprehension	Migrant Education
KEY MATH	All subtests	Chapter 1 Math

The policy statement explains the establishment of these placement criteria on the basis that "migrant education priorities are: (1) oral language development; (2) vocabulary and reading comprehension; (3) writing skills, including correct grammar, punctuation, usage, etc.; and (4) math." Implementation of these placement criteria may result in a student being served by both the migrant program and the Chapter 1 program. When this occurs, a team meeting to plan the student's educational program is held. This meeting is attended by the supervising teacher from the migrant program, the Chapter 1 resource teacher, and any other involved personnel (including, as appropriate, the special education teacher).

Secondary level students are placed in the migrant education tutoring program based upon credit accrual and grades rather than on a specific testing procedure. Referral is generally from regular school personnel, the advice of the migrant program supervising teacher, the student's parents, or the student.

Program Placement for Non-English Speaking and LEP Migrants. Non-English speaking and limited English proficient students are placed in a program that emphasizes a sequence of English language experiences beginning with listening, then speaking, and finally in reading and writing. The Fremont County Migrant Education Project has set forth a series of testing practices aimed at diagnosing

student skill needs in a "Policies and Guidelines" document. Either the Brigance Diagnostic Inventory or the Peabody Picture Vocabulary in Spanish is used to determine the level of academic competence in the student's native language. Again, grade placement is normally that of the student's age contemporaries even though skill needs may vary considerably from those of classmates. Regular classroom teachers are given an appropriate set of learning objectives for those students who have any functional degree of English speaking ability. Classroom teachers of these students are also provided with detailed information regarding the tutorial activities provided by the migrant program. In all cases, the migrant program emphasizes to teachers that a fundamental listening and speaking vocabulary in English is essential to the conduct of other classroom instruction, including reading.

English reading instruction is begun only when the student is familiar with the sounds of English, has a basic and rapidly expanding listening/speaking vocabulary, can orally complete (if simple) sentences, and can name and print the English alphabet in both lower and upper case. A second, alternative criterion for deciding to begin English reading instruction is to "...read to the student a story in English from the student's own grade level reading series and, if he or she can retell the story with a high degree of accuracy in English, then the student is ready for reading instruction in English." All students who are non-English speaking, or are limited in English proficiency, receive intensive instruction from migrant tutors in listening and speaking in English as preparation for learning in the regular classroom.

Aside from the placement policies and guidelines described above, migrant tutors and regular classroom teachers confer with each other both formally and informally. Because of the small town environment and the relative stability of the population, much reliance is placed upon informal transmission of progress/needs information. The supervising teacher remarked that a good bit of information is exchanged "in the grocery store and in other places where people see one another." As a more formal means of information exchange, migrant education program tutors maintain a log of instructional activities they undertake with students. The log is reviewed periodically by the supervising teacher to determine the acceptability of progress and to assess the appropriateness of instruction. Teachers also send work with students when they leave the regular classroom for their daily tutorial session with the migrant program.

Student motivation is enhanced in several ways. Tutors employ a variety of techniques that include the maintenance of progress charts, "good work" stickers

placed on student papers, contingency contracting, and a great deal of verbal praise. One notable observation that was consistent across all levels of staff and from school to school was the concern expressed by all school personnel for the development of positive student self image. Virtually every person interviewed volunteered the view that students should experience success and that the development of a positive self image was a major staff goal. Classroom observations verified the implementation of practices designed to enhance student self image. Praise for satisfactory performance was abundant, students were encouraged to participate in classroom activities and all the classroom and tutoring sessions observed placed a premium upon emphasizing the positive.

Several specific tutor behaviors enhanced the effectiveness of sessions. Tutors tended to smile frequently at students, encouraged students to actively respond to lesson material and tutor posed questions, and demonstrated sensitivity to the rate and latency of student responses. By being observant about student response rate and latency, tutors were able to vary the task before the student became bored or unwilling to respond. During all the sessions observed, there was a readily identifiable rapport between tutor and student with the presence of the observer having little or no apparent effect. Though tutorial sessions were fairly brief, the time available was used economically. Students began work immediately and instructional goals seemed to be clearly understood by both the tutor and the student. Students were responsive and eager to learn.

The supervising teacher reported that a greater proportion of the instructional materials used by the migrant education program tutors are teacher-developed. Regular classroom teachers tend to rely more heavily upon commercially prepared materials. Observation supported the supervising teacher's estimation. The migrant education tutorial component provides the student with materials that are more specifically tailored to cultural and language background than do materials used in the regular classroom.

Instructional Services

Migrant students are provided with pull-out reading and language arts tutoring at the elementary level and reading, language arts, and mathematics at the junior high and high school levels. There is one tutor per school at the elementary level and students are tutored one-on-one for 20-55 minutes per day. At the junior high and high school levels, there is an average of one-half tutor per school and

students receive tutoring in small groups ranging in size from 3-5. Tutoring sessions at the secondary level are 50 minutes in length.

Support Services

The project provides migrant children with emergency medical treatment on a limited basis. Project staff, however, indicated their involvement in directing migrant families to locally available sources for health care. The home-school coordinator maintains contact with migrant families whose children are participating in the program. At the time of the site visit, 115 students were being served by a home-school coordinator, one student was receiving formal counseling services, and 15 students were receiving medical/dental services. The project manager reported that students in need are provided with school supplies and that migrant program staff have, as warranted, collected clothing to give to migrant students.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

Total project funding for the 1987-89 school year was $146,000; for the 1988-89 school year it is approximately $151,000 (including indirect costs). The majority of the budget is allocated to salaries for instructional personnel.

Staff

The project director also serves as the principal of Central Elementary School, Fremont County School District, St. Anthony, Idaho. The director holds a master's degree plus additional hours at the graduate level and has held the position of project director for the last 12 years. Only a fraction of the director's time is charged against project funding (.033 full-time equivalent). During the onsite interview the project director stressed the quality of the migrant education program staff by remarking, "We've found that by hiring very good people, we are able to keep our administrative costs low. This is done on purpose." Every effort appears to be made by the project director to commit as many dollars as possible to the direct instruction of migrant students. The project director also serves as a management liaison to other district administrators and coordinates the activities of migrant program staff. Other elements of the project director's

responsibilities include preparation of the program application, hiring of all staff for the program, and evaluation of the program and its personnel.

Reporting directly to the project director is the supervising teacher (.75 FTE). The supervising teacher, who holds a bachelor's degree and has a special education certificate, is responsible for coordination of the migrant program at the building level and oversees the activities of all the program's tutors. Within the last year and a half, the supervising teacher has attended 4 workshops directly related to migrant education. These have included sessions on reading styles, Total Physical Response (TPR), learning styles, and attendance at a national convention on migrant education. The supervising teacher does not, as a rule, serve as a teacher or tutor of migrant students, but works instead as an instructional leader for migrant tutors and as a resource person for tutors and regular classroom teachers.

The home-school coordinator (.5 FTE) also reports to the project director. The home-school coordinator, who speaks Spanish fluently, served as a translator during parent interviews. Observation during these interviews revealed the considerable rapport that the coordinator has developed with migrant children and parents. The coordinator makes frequent home visits and commonly accompanies parents to parent-teacher conferences where she serves as an interpreter and as a liaison between the regular school teacher and parents. Because of the coordinator's close ties with the migrant community, she provides recruitment services and helps to direct migrant families to sources of aid (including health services) when it is needed.

Other project personnel include a half-time Migrant Student Record Transfer System (MSRTS) clerk, six elementary level tutors, and three secondary level tutors. Most tutors are not degreed, but have received preservice and inservice training directly related to the instruction of migrant students. The MSRTS clerk also serves as the school secretary at Central Elementary School therefore reporting to the project director for both functions of her job.

The Parent Advisory Committee (PAC) is composed of 5 parents (all are classified as currently migratory), the supervising teacher, the home-school coordinator, and the project director. Parent membership on the committee is planned to change annually, but the project director indicated that the availability of parents who can serve on the committee can be adversely affected by the mobility of migrant families. Meetings are normally held four times a year with topics including student progress and activities, introduction of any new migrant

program staff, teaching materials, plans for the project, and school policies.

Migrant program staff work cooperatively with regular school staff. There are open lines of communication and frequent formal and informal interaction between the two groups. Because the migrant program is well integrated with the regular school program, there is a prevailing atmosphere of "we" rather than "us" and "them." This allows migrant staff easy access to regular teachers and vice versa. The value that migrant staff adds to the education of migrant youth is recognized openly by regular school teachers and administrators.

Additionally, the supervising teacher holds regular meetings with migrant education program tutors. Elementary level tutors meet separately from secondary level tutors because inservice topics for the two groups are selected based upon appropriateness to the age of the student population. These inservice sessions generally are held each month. Staff attendance at workshops held by state level migrant education personnel sometimes substitute for the the local meetings.

One local, inservice meeting was held for elementary level tutors during the onsite visit and was observed. The supervising teacher served as the group leader for the session and conducted a review of the process for correctly recording student data to be input to the MSRTS. Additional meeting time was devoted to topics such as the proper use of specific instructional materials and the appropriateness of individualizing tutorial approaches based upon student learning styles. The session was animated with participation occurring equally among all participants.

Migrant Education Facilities

Schools have arranged a separate space for migrant staff to work with children in the program. At times, as in one of the high schools, it is a portion of a larger, multi-use area. At other locations, a specific, closed-off area has been set aside for tutorial efforts. Each type of space appeared to offer sufficient privacy and quiet for effective tutor-student interactions to take place. The facilities visited at elementary schools were attractively decorated and included display materials that were keyed to student language and cultural backgrounds.

PROGRAM EFFECTIVENESS

Pre-/posttest scores on the Language Assessment Scales (LAS) and the Iowa Test of Basic Skills (ITBS) are available for the 1987-88 school year. Of 41 students

who took the LAS at both the beginning and end of the school year, 28 showed net gains of one or more levels (13 showed no gain, 14 showed a gain of one level, 12 a gain of two levels, and two a gain of three levels). The mean gain was 1.07 levels. Of those students who showed no gain on the LAS, all but one showed a net gain in raw score from pre- to posttest. Thirty-eight of the students for whom LAS pre-/posttest results were available were promoted to the next higher grade level, two were retained in grade (one kindergartener and one first grader), and one student graduated from high school.

ITBS pre-/posttest data were available for 29 students indicating a mean Normal Curve Equivalent (NCE) gain of 10.2 (aggregated for all subtests). Scores were not available for all students on all subtests. Analysis of subtest scores indicated a mean NCE gain of 11.0 for reading (N=14), a mean gain of 13.3 for language (N=10), and a mean gain of 1.7 for vocabulary (N=5).

As a final note, four of the five high school seniors enrolled in the migrant education program for the school year 1987-88 graduated.

PROGRAM TRANSFERABILITY

An important feature of the Upper Valley Joint Migrant Education Program was the quality of the personnel involved. In addition, the program strives to make the most of scarce resources by targeting the most needy students through detailed needs assessment processes and individualization of instruction. All project and regular school staff interviewed expressed support for the development of a positive student self-image with classroom observations indicating staff commitment through action. The project director, the supervising teacher, and the home-school coordinator all have strong leadership abilities and stay in close touch with mainstream school personnel and with the parent community.

VIII. SUMMER MIGRANT PROGRAM, PRINCEVILLE (ILLINOIS) UNIFIED SCHOOL DISTRICT NO. 326

The Princeville Summer Migrant Program is an eight-week program operated by the Princeville Independent School District. The program serves the children of currently migrant families who come to Princeville to work for the Pillsbury Canning Company, either in the cannery or the fields. The migrant workers are hired in Eagle Pass and Del Rio, Texas, by a crew chief who works for the cannery, and begin arriving in mid-April and leave as late as October. The workers are employed on farms that are owned or leased by the cannery, but they can also work on other farms with permission from the crew chief.

Princeville has a population of about 1,700 and is located approximately 20 miles northwest of Peoria, Illinois. The school system has one elementary school and one high school, with a total enrollment of about 760 children K-12. The major industries are farming and the cannery, the main crops being asparagus, corn, peas, beans, pumpkins, soy beans, and apples.

The migrant families live in a clean, but often crowded camp on the grounds of the canning company. The camp has about 100 cabins, common bath and laundry facilities, and a covered picnic area and playground with grass and trees. The cabins are one or two bedroom units made of cinder block, with as many as five people in some cabins. Most of the families stay in the same cabins year after year, so they leave many of their belongings upon their return to Texas until they return to Princeville the following year. After the asparagus harvest, some families move to Cambria, Wisconsin, then either return to Princeville and stay until October or go back to Texas.

HISTORICAL BACKGROUND

The first federally funded migrant summer program began in Princeville with the enactment of federal legislation in 1966. The program served elementary and junior high students until 1976, when evening classes were begun to accommodate high school students who had to work during the day. The current Illinois State Director of Migrant Education became the director of the Princeville program in 1967 and served in that position for three years. Another director served from 1970 until 1973. Then the wife of the current director, who is a migrant education master teacher, was director from 1974 until 1978. The current director has been serving in this capacity for the past ten years.

A preschool program serving infants to five year olds was started in 1969 in a local church. Today, those services are continued at the Seven Oaks Development Center and are funded through a Migrant Head Start grant and State of Illinois General Revenue Funds. The local community contributes resources and services.

Enrollment in the summer program has declined somewhat since 1985. Enrollment was 87 in fiscal year (FY) 1985-86; 75 in FY 1986-87; 67 in FY 1987-88; and 71 in FY 1988-89.

THE PROGRAM

The Princeville Summer Migrant Program served 71 students in the summer of 1989, 49 at the elementary level and 22 at the secondary level. The program was held at the Princeville Elementary School from 8:30 a.m.-3:30 p.m. for grades K-8. Older students, grades 9-12, attended school from 4:30 p.m.-8:30 p.m. to accommodate those who had to work during the day. Infants, toddlers, and preschoolers were enrolled in the Migrant Head Start Program operated by the Seven Oaks Child Development Center.

A rather predictable pattern of migration and school attendance has been established by the migrants over the years. Generally, the families leave Texas in April. When they arrive in Princeville, the children are enrolled in the same grade they were in when they left Texas, and remain in school until the semester ends in June. They are then enrolled in the Summer Migrant Program for an eight-week period, beginning the summer program at the next grade level, thus getting an "early start." Since the families remain until late October, the children attend the regular school program in September where they stay until they return to their schools in Eagle Pass or Del Rio. Some families leave Princeville in June to go to Cambria, Wisconsin, afterwards returning either to Princeville or directly to Texas. The Princeville migrant program provides spring and fall tutorials for the students.

This case study covers only the Princeville Summer Migrant Program. The goals of the program are: to provide instruction in basic skills; to teach the students to function better in the English language; to provide continuity in the education of the migrant children; to provide small group and individualized learning situations, to the extent possible; to motivate the children to learn; and to help the children build self-esteem.

Identification and Recruitment

The recruiter for the program is also the physical education teacher. For the summer program, the recruiter and the teachers visit the migrant camp to register the children and to get acquainted with the families. All children between ages three and 21 are recruited.

The program director encourages the teachers to visit the camp at least once a week and write a weekly report on these visits that is turned in at the end of the summer session. The recruiter visits the camp every day. He often picks up a child who has overslept or brings a sick child home. These frequent visits to the camp are fostered in order to build a climate of trust and understanding between the teachers and the migrant families.

Certificates of Eligibility (COEs) are generally filled out when the children arrive in April and are given to the MSRTS clerk, who also serves as a MSRTS data entry specialist. She transmits enrollment data to MSRTS via the computer that is located at the school site.

Prioritization of Services

The classroom teachers do a needs assessment for each migrant child when he or she enters the school system. Students who are limited English proficient are also assessed by the ESL teacher. This information is used to place the child along with data from the MSRTS, the TEAMS (Texas Educational Assessment of Minimum Skills) and the IRI (Informal Reading Inventory). A team of professionals from the Peotine, Illinois, Early Prevention of School Failure Program comes each summer to test four and five year olds who are going into kindergarten and first grade. An individualized profile is provided using a battery of instruments including the Language Assessment Survey and the Peabody Picture Vocabulary. The results are used to develop a prescriptive plan for each child.

Instructional Services

The resource and staff have spent considerable time and effort coordinating not only with the migrant students' home-base schools in Eagle Pass and Del Rio, Texas, but also with the receiving State of Wisconsin and the community of Cambria where many of the families migrate in June. These four jurisdictions use a common curriculum.

The instructional services for the Princeville Summer Migrant Program are outlined below:

- Oral Language Development - at least 20 minutes of instruction daily.
- Reading and Language Arts - 60 minutes each day in the areas of reading skills, phonics, writing, comprehension, and spelling, in groups of no more than 15 students.
- Math - at least 45 minutes each day, with no more than 15 students at a time.
- Art - 45-60 minutes of instruction twice a week.
- Physical Education and Swimming - 30 minutes of physical education Mondays, Wednesdays, and Fridays; students in grades 1-8 go to swimming two hours on Tuesdays and Thursdays.
- Nutrition - teachers discuss proper nutrition and the importance of eating balanced meals while eating lunch with the students.
- Cultural Awareness - 20 minutes are spent twice a week on group activities related to multi-cultural awareness.
- English as a Second Language (ESL) - 30-45 minutes a day are spent in oral communication in English for limited English proficient students, with four to five students at a time.
- Free Thought - 15 minutes at the start of each day are devoted to children writing in their private journals. At the end of the summer program, the students read their journals to see how their writing has improved.

The staff continually works with the youngsters to help them experience success and improve their self-image.

The high school courses concentrate on English, math, and ESL. Students who move to Cambria, Wisconsin, use the PASS program. The students' earned credits are transferred to their home-base school in Texas.

Support Services

Bus transportation is provided for the children in grades K-8 in the summer, but the high school students walk since the school is only about seven blocks from the camp. All of the children walk to school during the regular-school-year. In addition to transporting the children to and from school, the bus is used for field trips and to take the children swimming in the summer.

The children in grades K-8 get a snack, which is equivalent to a light breakfast, at 9:00 a.m. and a lunch at noon. The high school students get the equivalent of a light dinner at 4:30 p.m. The meal served to the high school students at 4:30 p.m. is usually the same as the noon meal served to the children in grades K-8.

Some health services are provided for students in the summer program. The Princeville Medical Center provides vision and hearing screening, physicals for new students, and emergency care. Dental screening and follow-up are provided in cooperation with a local dentist and the Illinois Migrant Council's Migrant Health Program. The council also provides a variety of health and social services to migrant families. Support of the program's high school component is also provided by the Illinois Migrant Council with funding received through a local JTPA Summer Youth Employment Training Program. This program provides stipends to students who qualify, an on-site counselor and additional supplies. The counselor works with students on a daily basis and serves as a liaison between home and school.

Additional support services are provided by other federally funded programs. The Migrant Head Start Program, operated by the Seven Oaks Child Development Center, serves infants to preschool age children from migrant families.

Each year the junior and senior high school migrant students are invited to participate in the Illinois Migrant Career Development Program, a state-sponsored program held at Northern Illinois University. Transportation, rooms, meals, and fees are provided. Students who are selected to attend spend one week at the university learning about options that are available after high school graduation and how to develop career goals and plans. They experience college life, visit local businesses, and attend sessions given by members of the business and education communities.

The local community is very supportive of the migrant students. Each year Princeville businesses and churches award a $2,400 college scholarship to a migrant graduate. The migrant students are included in local Girl Scouts and 4-H Club activities. A local church provides washcloths, combs, toothbrushes, and toothpaste for every child in the summer program, and another church has contributed funds to the parent advisory committee to cover accident insurance for the program.

Since the community is small, most of the coordination among these groups is informal. The camp is relatively close to the town and the school, so people see each other and interact on a daily basis.

Parent Involvement

A parent advisory committee (PAC) is organized as soon as the parents arrive in April. Monthly meetings are held April through October. The migrant program paid for five husband/wife pairs of parents to attend the State Migrant Education Parent Conference in July in Peoria where they participated in several workshops.

Parents are visited at least every week by their child's teacher, and the recruiter is at the camp at least once a day. Parents are informed that the summer program provides instruction mainly in reading and math. English is the primary teaching language to help the students learn English, but Spanish is used if the child does not understand. At the end of the summer program a family dinner is held either at the camp or in the cafeteria. A program is prepared and put on by the children, with most parents and some local residents attending.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

The total budget for the FY 1988-89 program (April-November) was $66,857, 75 percent of which was used for salaries. The 1989 summer portion of the budget was $51,115. The budget covers staff salaries, travel, utilities, materials, supplies, field trips, and swimming. Meals are provided by the USDA reimbursable free lunch and breakfast program.

Staff

The administrative staff for the program consisted of one coordinator, one secretary, and one MSRTS clerk. Instructional staff included seven teachers and one aide. The program also had a cook and a custodian.

The program has some staff development activities and the staff meets frequently. All teachers attend the three-day State Migrant Education workshop. At the beginning of summer school, they meet for a one-day local inservice. In addition, the K-8 teachers meet each day after school from 3:00-3:30 p.m. The high school teachers meet informally throughout the eight-week session.

Migrant Education Facilities

All grades, K-12, of the summer migrant education program meet in the Princeville Elementary School. The school is attractive, spacious, and well maintained.

PROGRAM EFFECTIVENESS

Formal testing and informal teacher observation are used on a regular basis to monitor student progress. Data from the 1989 summer program indicated that by far the majority of migrant students either met or exceeded the standards. The results in 1989 for pre-K through grade 11 and the ungraded group on the basic curriculum are shown in Exhibit 16. Exhibit 17 lists the instruments and criteria that were used. Other strategies for assessing student progress were based on the MSRTS objectives and teacher-teacher conferences.

EXHIBIT 16. Number of Students Who Met or Exceeded Programs Standards in 1989

Mathematics (N = 65)	
Not meeting standards	6
Meeting or exceeding standards	59
English Language Arts/Reading (N = 69)	
Not meeting standards	5
Meeting or exceeding standards	64
English as a Second Language (N = 32)	
Not meeting standards	5
Meeting or exceeding standards	27

One of the strengths of the Princeville program is the transferability of credits for students in grades 8-11. A tri-state agreement permits a student to start a course in summer school in Princeville, Illinois, transfer to Cambria, Wisconsin, where he/she finishes the course, and transfer the credit to his/her

EXHIBIT 17. Instruments and Criteria Used to Determine Pupil Progress

Instructional Activity	Instruments	Criteria
Mathematics	1. Harcourt Brace Pretest 2. Heath Pre-/Posttest 3. Teacher Made Test	70%
English Language Arts/Reading	1. Macmillan Test 2. Warriner's Grammar Test 3. Gallery Litebook Test 4. Houghton Mifflin Test 5. Teacher Made Test	80%
English as a Second Language	1. LAS (Levels I and II) 2. IDEA Kit - Pre and Level Test 3. Teacher Made Test	80%
Science	1. Teacher Made Test	70%
Social Studies	1. Teacher Made Test	70%
Cultural Development/ Self-Image	1. Observation	Participation
Physical Education/ Swimming	1. Observation 2. Red Cross Skills Test	Participation
Health Nutrition	1. U. of Illinois Nutritional Program Checklist 2.4-H Projects	Participation
Fine Arts-Music/Dance	1. Observation	Participation
GED Training	1. Observation	Participation

home-base school in Texas. Students who transfer to Wisconsin are enrolled in PASS courses. The amount of credit and the number of students for whom credit was transferred in 1989, by subject, are given in Exhibit 18.

EXHIBIT 18. Migrant Student Credit Transferrals for 1989

	Number of Credits			
Subject Area	1/4 Unit	1/2 Unit	3/4 Unit	1 Unit
English		1	2	22
Mathematics		1	2	4
U.S. Government	1			5
Economics				5
TEAMS	1			1
GED				3

Another indication of program effectiveness is that the percentage of migrant students who have graduated from high school has steadily increased from 1981-1989, as shown in Exhibit 19.

EXHIBIT 19. Percentage of Migrant Students Graduating from High School from 1981-1989

Date	N	Percentage	Date	N	Percentage
1981	2	29	1985	10	83
1982	14	58	1986	11	92
1983	12	67	1987	6	100
1984	11	79	1988	3	100

Additionally, an increasing percentage of migrant students are going on to college, based on information from the students' home-base counselors.

PROGRAM TRANSFERABILITY

The Princeville Summer Migrant Program is an eight-week program that serves currently migrant students. The migrant families have a somewhat predictable

pattern of migration from two towns in Texas to Princeville, with some going to Cambria, Wisconsin, before returning to either Princeville or Texas. The extent to which components of the Princeville program can be transferred to another school district should take this into account.

One of the most outstanding features of the Princeville program is the tri-state agreement between the Princeville, Illinois, and the Cambria, Wisconsin, migrant programs and the schools in Eagle Pass and Del Rio, Texas. The coordination of curriculum and credit transfer provides continuity in the migrant students' education and assures they will receive credit for the course work they do in the summer.

Another interesting feature that adds to the continuity of instructional services is that three of the Princeville summer teachers migrate with the students from Del Rio and Eagle Pass to Princeville. They have shared experiences with the migrant students in mobility and adjustment and serve as role models as well.

IX. SUMMER ENGLISH TRAINING PROGRAM, DODGE CITY (KANSAS) UNIFIED SCHOOL DISTRICT NO. 443

The Dodge City Summer English Training Program, operated by USD 443, is a six week summer program that serves migrant children. About half of the children are from currently migrant families and the other half are from formerly migrant families. Most of the migrant parents work in the beef processing plants in Dodge City.

The town of Dodge City has a population of about 20,873, and is located in the southwestern part of Kansas 337 miles from Kansas City. The town has a city manager/commissioner type of government. The USD 443 Board of Education administers nine elementary schools (K-6), one junior high school (grades 7-9), one senior high school (grades 10-12) and the Southwest Kansas Area Vocational Technical School.

By far the largest single employer in Dodge City is a beef-processing plant with 1,650 employees. Another, smaller beef-processing plant has 280 employees. These plants have a large number of unskilled and semi-skilled positions. The pay is good, but the work is hard and dangerous. Unskilled workers, especially those who speak little or no English, are attracted to the area because they can get jobs.

A large proportion of the migrant families who come to the area live in ethnic enclaves where they maintain their language and culture. Many live in trailer parks on the outskirts of the town, while others rent apartments. Some of the children are isolated in their ethnic communities in the summer where they hear only their first language.

Most of the migrant families are not well-integrated into the community. According to a recently completed study, the migrants do not participate in community activities (Wood, 1988). The reasons given most often are that the parents work and are too tired after work to get involved in outside activities. Parents often work shifts so at least one parent can be home with the children. Lack of English proficiency is another reason given for non-participation. The research indicated considerable prejudice in the community toward the non-English speaking people who work in the beef processing plants. Some residents view the migrant workers as "foreigners" who have no roots in the community.

HISTORICAL DEVELOPMENT

In the late 1970s the school district hired some bilingual teachers to meet the needs of a large influx of Spanish-speaking students in the school system. By the 1980s, the population of Vietnamese-speaking students began to increase in the schools. Rather than continue the bilingual classes, the district hired ESL teachers.

By 1983, several agriculture-related industries opened in Dodge City resulting in migration to the area of many families whose first language was not English. The school district established the Migrant Project to meet these needs. The Migrant Project and ESL efforts were then coordinated under a new program named the English Training Program. The English Training Program serves children in the Dodge City schools year round. This case study describes the 1989 summer portion of the program, which serves only migrant children.

THE PROGRAM

The Dodge City Summer English Training Program serves preschoolers (ages three to four) and children through grades 6 in one elementary school, 8:00 a.m.-11:30 a.m. each day. A class in American Government that is required for graduation is given for students in grades 10-12 at the high school, 8:00 a.m.-12:00 noon each day.

The goals of the summer program are to increase the migrant students' basic skills achievement; to improve their oral language fluency; to improve their self-concept and confidence; to expand their background of experience; and to increase their social and cultural awareness.

Identification and Recruitment

This was the first summer the English Training Program had a recruiter and the first summer three and four year olds were recruited. An effort was made this year to identify young children who are not yet in the school system or the migrant program by networking with families in the community, talking with business people, and working with community organizations. School-age children are usually identified through the schools for the summer program.

The outreach worker completes a Certificate of Eligibility (COE) for each new migrant family who is identified. The COEs are given to the MSRTS clerk whose office is in the district headquarters a few miles from the elementary school where

the summer program is held. The MSRTS clerk checks the COEs and sends them to the terminal operator in Topeka. She gets three copies of each student record back from MSRTS. She files two and gives one to each classroom teacher. The turnaround time is about two weeks. All of the migrant student records from the regular school program and the summer program are held until summer school is over. All records are then sent to Topeka for transmission to Little Rock.

Besides coordinating with community organizations to identify migrant children who are not in the program, the recruiter and the nurse coordinate with these organizations to assist migrant families when they need help. Some of the community organizations that provide assistance are the Mexican American Ministries, Lion's Club, Catholic Charities, and the Salvation Army. The migrant families get help with such things as funds for rent, utilities, prescriptions, eye glasses, eye surgery, and dental care.

Instructional Services

In the summer school, emphasis is put on reinforcing the basic skills that are learned during the regular-school-year, on enjoying school and learning, and on enhancing each child's self-esteem. The children are rated on individual accomplishments and are not pressured for grades. The focus of instruction is on basic skills. Individualized math instruction is emphasized somewhat more than the other subjects because there is more time to devote to it in the summer session. However, oral language and reading are also important subjects.

In preschool and kindergarten, considerable time is spent on oral language because a large proportion of the children are limited English proficient. Most are Hispanic, but some are Vietnamese. Activities are developmental, and the children are taught social skills like sharing, working together, and following directions.

The subjects that are taught in grades 1-6 are reading, oral language, math, self-concept (through physical education) and music. The reading teacher exposes the children to good literature and poetry through group reading and has the children read several books on their own. The children select from books that are color coded by level of difficulty. In math, importance is put on learning basic math facts, learning numbers in sequence, and exploring various methods of problem solving. The oral language teacher encourages the children to describe things orally and answer questions. The emphasis in physical education is on social

behavior, wellness, and developing the muscle system. The children in grades 5-6 are taught swimming at a local indoor pool.

The music instruction culminates in a special program at the end of the summer session. This year the children performed in a production of "It's a Small World." All of the children in preschool through grade 6 participated. The children were taught the music and their parts in the production in separate music classes each day. Just before show-time, the children rehearsed together in full costume. The performance is held for the parents at the end of the school year.

The music program serves several functions. The children learn something about music and singing and the program reinforces the children's reading and language skills. Important as well is the fact that participation in the musical program encourages attendance because parents are told that their children can only participate in the final production if they attend school regularly.

Exhibit 20 shows the classroom structure, enrollment figures, and staffing for the Dodge City Summer English Training Program. Grades 1-6 are departmentalized. The four homeroom instructors for grade 1 through grade 5-6 teach reading, oral language, self-concept/physical education and math, respectively. The children start each day in homeroom, which lasts 6-10 minutes. The rest of the classes consist of 45-minute periods. The children spend their first class with their homeroom teacher, then alternate among the other classes and music. The teachers stay in their own rooms with their instructional aides and materials, and the children move from room to room for their classes. The music teacher does not have a homeroom.

The goal of the American Government class that is taught at the high school for secondary students is to promote good citizenship. Some of the students are applying for citizenship. The objectives of the course are to help the students understand constitutional government, the structure of the federal government and its powers, the responsibilities of citizens, and the requirements of citizenship. To keep the course interesting, the students read and discuss current events reported in the daily newspaper, watch videotapes relevant to the course, and visit local government bodies in session, such as the courts.

Several strategies are used to assist the relatively high proportion of limited English proficient students in the program. The program has a certified ESL teacher and several paraprofessionals who are bilingual. In addition, peer tutors are used for non-English speaking or limited English proficient students.

EXHIBIT 20. Enrollment and Staffing as of June 26, 1989

Grade	Number Enrolled	Staff
Preschool (3-4 year olds)	15	One certified instructor; two aides
Preschool (5-year olds who have not had kindergarten)	15	One certified instructor; two aides
Kindergarten (younger children)	18	One certified instructor; one aide
Kindergarten (older children)	19	One certified instructor; one aide
Grade 1	28	One certified instructor; one aide
Grade 2	20	One certified instructor; one aide
Grades 3-4	28	One certified instructor; one aide
Grades 5-6	29	One certified instructor; one aide
High School	15	One certified instructor; one aide
TOTAL	187	

Support Services

Transportation is provided for the students. The children go to their neighborhood schools where the buses pick them up and transport them to the school where the summer program is being held. There is an aide on each bus to attend to the preschoolers.

The summer program also has a nurse. She tries to keep the children's immunizations up-to-date and works with the public health nurse who does the physical exams. She does some health instruction, for example, by giving the children a dental kit and talking about dental care. If something is found wrong

with a child, the nurse tells the parents and then follows-up. She keeps all the health records and coordinates with other community organizations to provide assistance when it is needed.

Parent Involvement

During the regular-school-year, the English Training Program has a parent liaison. The main parent involvement in the summer program is their attendance at the musical gala at the end of the session, when the children perform and punch and cookies are served.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

The budget for the 1989 summer program was $49,989, with a per pupil cost of $250. Salaries comprise 63 percent of the budget. Pupil transportation is nine percent of the budget. The cost for food services is only $400 for a mid-morning snack. No meals are served, since the program operates from 8:00 a.m. to 11:30 p.m.

Staff

The 1989 summer staff consisted of a director, ten certified teachers, 11 instructional aides, a nurse, one secretary at the elementary school, and an MSRTS clerk/secretary. The preschool teacher for ages three and four also served as the recruiter, and three of the instructional aides were also bus aides.

The staff are well qualified. The director has a bachelor's degree in elementary education and a master's degree in educational administration. She administers the English Training Program year around. The other instructional staff are credentialed and have experience in the subjects they teach in the summer program. Many have been with the English Training Program for a number of years, and some are with the English Training Program year round.

The paraprofessionals have to be high school graduates or working toward a GED and have inservice training. Several are bilingual, some in Spanish and one in Vietnamese. Most of the paraprofessionals have been with the program a number of years, and many serve as aides during the regular-school-year.

Staff development activities include a state conference and inservice meetings. This year the state conference was held June 5-7 in Wichita. A one day

inservice is held at the beginning of the summer session. Several of the certified staff and aides who work with the English Training Program year round also participate in staff development activities during the regular-school-year.

Migrant Education Facilities

The preschool through grades 5-6 meet in one of the elementary schools. The school is large, clean, and modern. The secondary American Government class meets in the local high school. The MSRTS clerk/secretary is located in the school district building, a short distance from the elementary and high schools.

PROGRAM EFFECTIVENESS

Standardized achievement tests are administered to the English Training Program participants during the regular-school-year. Test results indicate that, overall, the migrant students make good progress during the year. For example, the 1987-1988 average gain in reading was 16.8 NCEs.

A different method of evaluation is used for the summer English Training Program. An integrated system of rating scales is utilized consisting of four steps: (1) needs identification, (2) development of objectives, (3) instructional management, and (4) evaluation. Exhibit 21 shows a sample of the rating scale form used in the summer program.

The rating scales are recommended by the Kansas Migrant Education Program for short term summer schools, programs where students are available for varying lengths of time, highly individualized programs, instructional activities where student performance is significantly below average, and non-academic areas such as art, music, and physical education. The state literature on the rating scales discusses methods for overcoming problems of reliability, validity, and the halo effect, among other things.

Exhibit 22 gives the percentage gains for the summer of 1988 by grade level. The results of the 1989 summer session were not yet available.

PROGRAM TRANSFERABILITY

One unique feature of the Dodge City Summer English Training Program was the departmentalization of all the grades above first grade. Using this approach, the program was able to use teachers who specialize in the subjects being taught. The

EXHIBIT 21. Example of a Student Rating Form

Year 19___ SUMMER PROGRAM

STUDENT NAME _____ ID.# _____

SCHOOL _____ Level _____

RATING SCALE OF STUDENTS PROGRESS

CHECK ONE

___ Ratings were made compared to the ideal

___ Ratings were made according to students ability

SUBJECT OBJECTIVES OR NEEDS	Pre-rating 4 Well able to do	3 Mostly able to do	2 Partially able to do	1 Mostly unable to do	0 Unable to do	Post-rating 4 Well able to do	3 Mostly able to do	2 Partially able to do	1 Mostly able to do	0 Unable to do
1.										
2.										
3.										
4.										

Post rating total _____ Maximum possible _____ Difference (a) / Difference (b) = Percent gain

Pre-rating total _____ Pre-rating total _____ _____ = _____ %

Difference (a) _____ Difference (b) _____

Assessment figure for subject = Total of various pre-rating columns / Number of items rated

_____ = _____ %

Maximum possible = Number of items *rated* X 4

EXHIBIT 22. Summer School Rating Scale Percentage Gains for 1988

Early Childhood Group -- Average Percentage Gain: 58
(Made up of 60 students of preschool, kindergarten and first grade ages)

Departmentalized Grades

Grade	N	Average Percentage Gain
1	8	56
2	13	56
3	16	43
4	11	58
5	12	58
6	4	59

American Government

Grade	N	Average Percentage Gain
11	8	61
12	7	72

subjects taught in the Dodge City program included reading, oral language, math, self-concept, music, and American Government. The teachers stayed in their own rooms with their aides and all their teaching materials, and the students moved from room to room for each subject. The children appeared to enjoy moving about during the summer session rather than staying in one room for most of their subjects.

Another feature was that the atmosphere was more relaxed than during the school year and the emphasis was on the joy of learning. For example, the reading teacher exposed the children to good literature and poetry, so they would have more positive attitudes toward reading. The children did not have the pressure of the regular-school-year. They were graded individually so they could have more successes. There was also an opportunity for the students to have new experiences, improve their social skills, and make new friends from other schools.

Since the English Training Program is a year-round program, an added feature is that the school system is able to provide continuity of services. Most of the students are in the school system throughout the year and the population is relatively stable. The summer school is designed to reinforce what the children

have learned during the regular-school-year, so they will not fall behind. Their progress in learning English is especially important. Many of the children would spend the summer isolated in ethnic communities where only their first language is spoken if they were not in the summer English Training Program.

The musical extravaganza given at the end of the summer session is a component of the program that encourages the children to attend school on a regular basis. The children work hard everyday on their singing and speaking parts in preparation for the big show when all the children will be in costume. The children enjoy it, and it brings the parents to the school.

Offering a required course like American Government is a successful feature of the Dodge City program. It provides an opportunity for migrant students, especially those who are limited English proficient, to study a subject at their own pace. They also have time to visit local government agencies and the courts, which they may not have time to do during the regular-school-year. Offering such a course in the summer works well in the Dodge City program because the credit usually does not have to be transferred to another school system.

Finally, the use of rating scales to assess student progress and manage the instruction is a feature of the program that is transferable. In spite of the shortcomings of this approach, it does provide another alternative for assessing students in a short, summer program.

X. SUMMER MIGRANT EDUCATION PROGRAM DORCHESTER COUNTY (MARYLAND)

The Dorchester County Summer Migrant Program is a six-week program that serves migrant children from Dorchester and Caroline Counties. About half of the children are from migrant families who have settled out and half are from currently migrant families. The migrant workers are employed in a number of seasonal agricultural jobs in the area.

Dorchester County has a population of 30,600 in 1987 and is located approximately 80 miles from both Washington, D.C. and Baltimore, Maryland, on the Eastern shore of Maryland. It encompasses 580 square miles, making it the largest county and school district in Maryland. The Dorchester School District has two high schools, two middle schools and seven elementary schools serving approximately 5,000 students during the regular school term. The student population is racially mixed with 65 percent white non-Hispanic, 33 percent black non-Hispanic and 2 percent from other racial/ethnic backgrounds.

Caroline County covers 325 square miles and has a population of 24,300 people. The county has a large population of non-English and limited-English-speaking children due, in part, to the large poultry industry that attracts more Hispanic, Haitian and Jamaican workers.

The two counties are part of the Delmarva Peninsula which encompasses portions of the States of Delaware, Maryland and Virginia. Delmarva is a major agricultural area where crops such as cantelopes, corn, asparagus, soy beans, tomatoes, and cucumbers are grown. It is home to a major poultry industry and is also known for its water related industries including packing houses for Chesapeake Bay crabs and oysters.

This summer the migrant workers lived in six camps. One camp was located in Dorchester County and housed mostly black workers. Five camps were located in Caroline County. Four housed black workers and one housed Hispanic workers. The camps are well maintained and consist of one or two bedroom cabins and common shower and toilet facilities.

HISTORICAL DEVELOPMENT

The Delmarva Peninsula was once a thriving agricultural area with hundreds of migrants coming to work in the fields. However, the number of migrant workers has

declined in recent years, due in part to the lack of low cost housing. Stiffer government regulations have forced the farmers to close once active camps because the farmers no longer can afford to fix them up to meet government regulations when they will only be used a few weeks during the growing season. At one time there were twenty migrant camps in the Dorchester/Caroline communities. This past summer that number declined to six.

Other factors have contributed to the decline in the number of migrant workers as well. For some farmers, stricter checks on citizenship and health and insurance requirements have made the hiring of migratory workers too costly. Also, many farmers are moving from sweet corn to feed corn, from table tomatoes to plum tomatoes, and generally from vegetables that need to be hand picked to those that can be harvested by machine.

A program for migrant students was started in the two counties 26 years ago with state and local funds. Federal funding began 22 years ago. Up until four years ago each county had its own program. At that time, the number of migrant children in Caroline County dropped to 26, so the programs from the two counties were combined.

THE PROGRAM

The summer migrant program serves children from both Dorchester and Caroline Counties at Warwick Elementary School, located in the town of Secretary in Dorchester County. It has been supervised for a number of years by a person who serves as Director of Pupil Services during the regular-school-year. The program director is an elementary school principal. This is her first year in that position, but she has many years of experience serving migrant children.

The majority of the migrant students are black, Jamaican, and Haitian, with a small percentage of Hispanics and Asians. This summer, 123 children were served by the program. In addition, 52 children were served through the local Migrant Head Start program. About 14 of the migrant children were non-English or limited English speaking. These children worked with a bilingual resource teacher.

The goals of the program are to improve the children's basic skills, increase their knowledge about future educational and career opportunities, foster cultural awareness, build good citizenship, and promote their positive self-image. The program is designed to be a shared responsibility between the school, the home, and the community.

Identification and Recruitment

The program has two migrant service specialists/recruiters who have several functions. They identify and recruit children for the program; complete a Certificate of Eligibility (COE) for each eligible child; review the Migrant Student Record Transfer System (MSRTS) forms when they arrive and disseminate them to the nurse and the teachers; encourage parent involvement; coordinate the Parent Advisory Council activities; and serve as liaisons between the growers, the school, migrant families, service organizations, and the Migrant Education Service Center. The Migrant Education Center operates the MSRTS in Cambridge, Maryland.

The migrant service specialists have been with the program for fourteen years. Not only do they know every corner of both counties, but they also know all of the children by name who return year after year. Working closely with the growers, they know who the migrants are and if and when they will be returning each year.

For the past two years, the migrant program has held an open house at the beginning of the program. Migrant families were informed by notices sent to the camps and to other migrant housing to come to the school on the Sunday one week prior to the beginning of summer school. Representatives from the service agencies were also invited. This provided an efficient way to have the families sign all the necessary forms required by each agency. Represented were staff from the East Coast Migrant Head Start Program, the Department of Health, the school, the Delmarva Rural Ministry, the Red Cross, and other service providers.

The two migrant services specialists and other staff were there to fill out the COEs, permission slips for field trips, and free lunch forms. Bus routing was also worked out, and the children were given bus pick-up information. Social Services provided information on housing, food stamps, health, and other information.

Once the children are recruited each year, their COEs are delivered to the Migrant Education Service Center in Cambridge, Maryland, where the information is relayed to the MSRTS center in Little Rock, Arkansas. Upon receipt of records back from Little Rock to the school, the service specialists give the appropriate copies to the nurse and the classroom teachers.

Prioritization of Services

Several sources of information are used to place students, including information obtained from the MSRTS, the 3 R's Test, teacher made tests, observations, and anecdotal records. Last year's tests indicated that the average migrant student was performing below the 50th percentile in basic skills. Since

half of the students are formerly migrant and attend school in either Dorchester or Caroline Counties during the regular school term, their records are available and their performances are known to the school personnel. These children are given an opportunity to receive remedial instruction during summer school so they can catch up.

Instructional Services

The Dorchester summer program operates from 8:00 a.m. to 3:30 p.m. each day. There are two classes of kindergarten children, one class each for grades 1-5, and one combined class for grades 6-8. The Migrant Head Start Program serves infants and preschoolers. There is no secondary program due to lack of adequate interest among the migrants. The program provides an instructional and recreational program to help migrant children improve academically. The goal of the summer program is to enable migrant children to maintain and improve their skills and abilities through a comprehensive program designed to meet their various physical, nutritional, emotional, and intellectual needs. Children are placed in regular classroom settings appropriate to their grade level and instruction is based on the individual child's needs. The children are tested and advanced as they master each skill.

The influx of Haitian, Jamaican, and Hispanic workers and their children made it necessary to design programs to meet their needs in language, reading, and math instruction. Cultural awareness instruction focuses on making the children aware of the dominant culture while still valuing their own heritage. Students who are identified as limited English proficient by the Bilingual Syntax Measure are pulled out of the classroom to receive English language instruction from the bilingual resource teacher. Students work with the teacher to increase their speaking, listening, and reading vocabularies. The teacher either works with the children on a one-to-one basis or in groups of two or three children. Peer tutors are also used.

Hands on activities such as cooking play a major role in instruction. The children read recipes, discuss and mix ingredients, and test and share the results of their labor. During the first week of the program, one class made pretzels, popcorn, jello, and gingerbread cakes.

Support Services

Program support services include transportation to and from school, field trips, health services, child care, and meals (breakfast, lunch, and an afternoon snack).

The Dorchester Summer Migrant Program has done an outstanding job coordinating community services for the migrant children and their families. There are several examples of interagency cooperation. The Dorchester Department of Health provides the services of a nurse and the Delmarva Rural Ministries sponsor primary health care for migrant families. The Dorchester Department of Social Services provides assistance with food stamps, protective services to children, public assistance, Aid to Families with Dependent Children (AFDC), and transportation for clients if it is needed. Staff from the Dorchester County Department of Parks and Recreation come to the school every Thursday to give a puppet show. The U.S. Department of Agriculture provides free lunches and breakfasts and also has a supplemental nutritional program (WIC) for migrant mothers, infants, and children under age five.

There are other services as well. The Governor's Committee on Migratory and Seasonal Farmworkers keeps a watchful eye on the programs throughout the state. The East Coast Migrant Head Start provides day care/Head Start programs for infants and toddlers. The Joint Training Partnership Act (JTPA) program hires students to work in the school. The Salvation Army provides clothing, and local churches provide health care kits for each child which includes a towel, a wash cloth, a comb, a tooth brush and tooth paste.

Parent Involvement

The summer program has a Parent Advisory Council (PAC) whose members include parents, students, program staff, and representatives from business and industry. They meet to review and approve the program and are involved in the operations of the program. They are also involved in the evaluation of the program and offer suggestions for the following year. Parents from the summer program attend the state PAC meetings.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

The total budget for the 1989 summer program was $67,934 of Chapter 1--Migrant Education funds. Approximately 69 percent was earmarked for salaries. The

director was also responsible for $54,539 of East Coast Migrant Head Start funds and $136,105 from the social service agencies, for a grand total of $258,578.

Staff

Staffing for the 1989 summer program was as follows:

Administrative Staff	
Program coordinator (25 percent time)	1
Program director/principal	1
Migrant service specialists	2
Instructional Staff	
Classroom teachers	7
Aides	3
Bilingual resource teacher	11
Swimming and physical development teacher	1
Support Staff	
Cafeteria manager	1
Cafeteria aides	2
Library aide	1
Part-time bus aides	2
Part-time physical education aides	2

The bilingual resource teacher is responsible for assessing the educational needs of the limited English proficient students and developing a program of instruction for them. She assists the classroom teacher in the area of basic skills and provides a program of basic survival English. She also serves as translator for the children and parents when needed.

The program has some staff development activities. The staff participate in LEA and SEA workshops. At the beginning of the summer, they meet to review the administrative details of the program, participate in MSRTS training and review the results of the 3 R's testing. Training is designed to develop and maintain knowledge and skills that are required to effectively serve the migrant children.

Migrant Facilities

The summer migrant program is held in an elementary school. Classrooms are arranged in an open space concept with dividers separating classes for the second through fifth graders. The sixth through eighth graders each have a pod. There are two rooms for the Head Start children and two rooms for the toddlers. In

addition, the school has a large cafeteria, a library, a gym, and a very nice, shaded playground.

On July 4th, there was an effort to make the school festive. The children helped line the school entrance and grounds with American flags, decorate the halls in red, white, and blue, and gave visitors American flag pins as they came into the building.

PROGRAM EFFECTIVENESS

Children in the summer program have shown almost consistent gains, based on the 3 R's Test in reading, language, and math. Students were given the 3 R's Test for the first time in 1986, but only raw scores were recorded. No composite scores were available. During the summers of 1987 and 1988, composite score were calculated. The gains based on the composite matched scores for these two summers are shown in Exhibit 23.

EXHIBIT 23. Gains in Composite Scores by Grade for Summer, 1987, and Summer, 1988

	Summer 1987		Summer 1988	
Grade	N	Gain	N	Gain
1	12	+0.75	15	+3.68
2	7	+2.57	8	+4.75
3	5	+1.00	9	+2.55
4	4*	-2.00	3	+1.33
5	4	-1.5	6	+4.5
6	7	0.0	2	+6.0
7	1	-1.0	6	+1.66

*Three of the four students were limited English proficient.

Improvement in scores in summer 1988 can be attributed to different and more effective teachers in grades 1, 5 and 6, and teachers using the pretest as a diagnostic tool and teaching to areas of weakness revealed by the test.

PROGRAM TRANSFERABILITY

The coordination of service providers is a practice of the Dorchester migrant program that warrants special mention. It took several years to build interagency cooperation and elicit assistance from community organizations to assist the migrant children and their families. Some of the agencies and organizations that contribute to this effort that were mentioned in this case study are the Dorchester Department of Health, the Delmarva Rural Ministries, the Dorchester Department of Social Services, the Dorchester Department of Parks and Recreation, and several local churches. Other federal programs are also coordinated with the Chapter 1 Migrant program including the U.S. Department of Agriculture free breakfast and lunch program, WIC, JTPA, Migrant Head Start, AFDC, and Medicaid.

In order to facilitate access to these services for the migrant families, the summer migrant program staff schedules an open house at the school on a Sunday one week prior to the beginning of the summer session. The open house provides an opportunity to acquaint the migrant families with the services that are available and help them fill out the necessary forms.

XI. SUMMER MIGRANT EDUCATION PROGRAM, OWATONNA (MINNESOTA) INDEPENDENT SCHOOL DISTRICT NO. 761

The Owatonna Summer Migrant Program is a six-week program operated by the Owatonna Independent School District. The program serves the children of currently migrant farmworkers who come to work for the Owatonna Canning Company. The migrant families start arriving as early as April and leave as late as October. They are hired in Texas by crew leaders who work for the Owatonna Canning Company. In addition, some migrant families come to Owatonna on their own because of the seasonal work.

Owatonna is located 60 miles south of Minneapolis/St. Paul and is the county seat of Steels County. The town's population is about 20,000 and the county's is about 30,000. There are five elementary schools, one junior high school, and a senior high school, with a total enrollment of over 4,000 students, in the public school system. The town is the center of the richest farm land in southern Minnesota. Some of the major crops are asparagus, peas, soybeans, corn, and pumpkins. In addition to farming, it has over 40 diversified industrial firms and several small businesses.

The number of migrant families fluctuates from year to year depending on the amount of seasonal labor that is needed by the cannery, local farmworkers, and other related businesses. There are indications that the number of migrant families who come to Minnesota in the summer is increasing. For example, enrollment in the migrant education program is up. A spokesman for the canning company said that more migrants are being recruited because fewer local residents are applying for jobs at the cannery.

This year the migrant families who came to work for the cannery were housed in three camps. Each of the camps operated by the cannery has about 26 units and houses about 104 migrant families. Even though the camps are crowded, they are relatively clean and well maintained. To a large extent, the migrant families are separated from the community during their seasonal stay. The vast majority live in the camps outside of town and work in the fields and the cannery.

HISTORICAL BACKGROUND

The summer migrant program started in the early 1970s at one site in Owatonna. Subsequently, the program split into two sites, one in Owatonna and one in Blooming Prairie, a few miles away. Each program served four camps. The Owatonna budget

during this time was about $58,000, and the program ran for 10 to 12 weeks.

The early years were a time of experimentation. The staff spent much of their time trying to coordinate the program with the flow of migrants, fluctuations in the harvesting, and the demand for labor in the fields and the cannery. By 1983, the number of camps in use in the immediate area decreased and Owatonna had the only summer migrant program in the area.

During the program's developmental years, the staff learned that many of their preconceived ideas about what would work well were not appropriate. They needed input from the migrant families and the sending State of Texas. Some of the best input they received was from their bilingual aides.

Over the years, the staff has noticed that the migrant students are better prepared. Achievement, communication, and interest in education by the parents and their children has increased. These results are due, in part, to coordination with the State of Texas which has continued to improve. Before the Owatonna migrant program coordinated with Texas, the children were moving between two isolated educational milieus. Now the Owatonna program is perceived as an extension and reinforcement of the home-base educational program.

THE PROGRAM

The Owatonna Summer Migrant Program consists of several components, principal among which is the Chapter 1--migrant funded educational program. It serves migrant children in grades K-12. Grades K-9 meet during the day in an elementary school. The secondary migrant students meet in the evening in the high school. In addition to the Chapter 1--funded educational program, the Owatonna Summer Migrant Program includes a Migrant Head Start component, a Migrant Health component and a Title XX day care program for migrants, operated at the same school as the Chapter 1 instructional program by the Tri-Valley Opportunity Council, a non-profit community based organization located in northwest Minnesota. The Tri-Valley Opportunity Council also pays for the program's MSRTS clerk.

The entire Chapter 1--migrant education program, K-12, and the components operated through the Tri-Valley Opportunity Council function as a single summer program that is coordinated by the Chapter 1 migrant education program director. To the migrant families and others, the summer migrant program appears as a single, homogenous program that serves migrant children from infancy through high school.

In addition, the Owatonna school system serves the school age migrant children who arrive early in the spring and stay into the fall when the regular schools are in session through a Chapter 1--migrant education tutorial. Exhibit 24 illustrates how the various components noted above are organized to serve the migrant children while they are in the Owatonna area. All of these services are administered by the Director of Special Services who reports directly to the Superintendent of Schools. This report focuses on the K-12 Chapter 1--funded instructional component.

The goals of the Owatonna Summer Migrant Program are to provide continuity for students relative to what they were studying in their home-base school; to identify the content areas in which each child needs help in mathematics, reading, and oral language; to achieve specific outcomes relative to those areas; to help secondary students earn credits toward graduation; and to enhance each child's self-worth and physical well-being through art, music, science, social studies, physical education, health, and other activities.

Identification and Recruitment

Identification and recruitment is done by an outreach worker who lives in the same town in Texas that is home-base for a large proportion of the migrant workers who come to Owatonna in the summer and comes to Owatonna in April to begin his job as outreach worker for the summer migrant program. He is Hispanic and knows most of the families. As outreach worker, he goes out to the camps and other places where the migrant families live. In addition to his duties identifying and recruiting students, the outreach worker is a liaison between the program and the families and acts as interpreter when the need arises.

The outreach worker completes the Minnesota Migrant Family Information Form (FIF) and the Certificate of Eligibility (COE) for each migrant family and child. These forms are given to the MSRTS clerk. The MSRTS clerk reviews the forms completed by the outreach worker to be sure they are complete. Then she completes the Minnesota Migrant Student Enrollment Form and assigns a number to the student. She sends the top of the enrollment form to Tri-Valley, where it is transmitted to Little Rock via computer.

This process generates an MSRTS record for each student and takes about a week. When the record comes back, she checks to be sure it is accurate. One copy is put in the file. The elementary teachers are given a copy if they want them. The secondary teachers always get a copy of their students' records, and the nurse gets copies of all health records.

EXHIBIT 24. Organization of Owatonna Programs Serving Migrant Children

Period of Time Migrants Are In Owatonna Area			
Spring (April/June)	Summer (June/July)	Summer (August)	Fall (September/October)
REGULAR SCHOOL PROGRAM	SUMMER MIGRANT PROGRAM	No School	REGULAR SCHOOL PROGRAM
Public Schools - Day	Lincoln School - Day		Public Schools - Day
Chapter 1 migrant education tutorial	Chapter 1 migrant education (K-9) Migrant Head Start Migrant Health Title XX Day Care-infants and Toddlers		Chapter 1 migrant educational tutorial
	Owatonna High School-Evening		
	Chapter 1 secondary migrant education.		

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The MSRTS clerk also keeps attendance records and a running count of students. When a child leaves, she completes a form and sends it to Tri-Valley for transmission to Little Rock.

Instructional Services

The K-9 migrant students are divided into five levels. The levels are as follows: Level I - grades K-1; Level II - grades 2-4; Level III - grades 5-6; junior high - grades 7-9. Each level has a certified teacher and a teaching assistant. The junior high class has one full-time equivalency (FTE) certified teacher, but this position is shared by two instructors. One instructor teaches reading, oral language and math in the morning, and the other instructor teaches science and social studies in the afternoon. In addition to the classroom teachers and their assistants, grades K-9 also have four other certified instructors - an elementary resource teacher, an ESL teacher, an art and culture teacher, and a physical education teacher. Mornings are spent on reading, oral language, and math. Afternoon activities vary, but the children usually go swimming once a week at a nearby lake, mostly on Friday afternoons.

Since the majority of the students are from Texas, the teaching staff try to help the children work on the areas where they are lagging behind in the Texas Educational Assessment of Minimum Skills (TEAMS) testing. Several methods, including their MSRTS records, are used to assess the students' needs.

The reading materials are compatible with those used in Texas. Children are placed based on McMillian tests in oral and silent reading. Children are usually placed at a somewhat lower level than test scores indicate at the beginning so they can feel confident and progress at their own pace.

The Individualized Computational Skills Program (ICSP) is used for math. The children take an initial test and skill inventory to determine where they need assistance on special skills. Each student has his or her own packet of materials. About half an hour is spent in group instruction and another half an hour is allowed for individual work.

The Individualized Developmental English Activities (IDEA) kit is used for oral language. Children who test below "3" (very limited) are put into ESL. These students attend ESL during reading because they cannot cope with the regular reading curriculum.

A variety of subjects and skills are taught in grades K-9 in the afternoon. The physical education instructor helps the students develop skills in team and individual sports. He tries to maintain interest by being flexible and changing the activities. The art teacher sees art as another way to learn words, concepts, patterns, and designs, among other things. For Levels II, III, and IV, she focused on Egyptian art history, including papermaking. The ESL teacher also teaches culture. This summer the students were studying Japan. The afternoon junior high instructor teaches U.S. history, Texas history, life science, and earth science.

The secondary students meet at the local high school 7:00-9:30 p.m., Monday through Thursday. The emphasis is on remedial work, particularly helping the students make up credit so they will not lose a year. Students who come to Owatonna in the spring attend the regular school, then move into the summer program. Emphasis in the summer program at the secondary level is on English, math, ESL, and GED. Placement tests are used for reading and math if the teacher does not know the students' skill level from his or her previous work. Since many of the secondary students are 16 years old or over, they work in the fields or the cannery as jobs become available. Thus, their attendance in school is often erratic.

Special Projects

The Owatonna Summer Migrant Program has three noteworthy special components: the Personal Safety Curriculum, the Handicap Awareness Program, and the special projects sponsored by the State Resource Center. The "Personal Safety Curriculum" is a child sexual abuse prevention curriculum for preschool through grade 6. It is a product of the "Child Sexual Abuse: Education and Prevention Among Rural and Hispanic Children" project funded by the National Center on Child Abuse and Neglect, U.S. Department of Health and Human Services. Materials come in Spanish and English. It is part of the afternoon curriculum for Levels I-III.

The Handicap Awareness Program is sponsored by People to People, an Owatonna volunteer organization. Their major goal is to increase the understanding and acceptance of persons with handicaps, so the children will understand that people with handicaps have abilities and have a right to education and jobs. Also, people can get help to overcome some of their handicaps, like wearing glasses to correct vision or a hearing aid to improve hearing. Each presentation includes a general

introduction, a film showing a handicapped child functioning in a non-handicapped world and experience dealing with vision impairments, hearing impairments, physical disabilities, hidden handicaps (epilepsy and learning disabilities), and mental retardation.

The week of the case study visit the People to People volunteers were conducting a session on hearing impairments. They had audio equipment to demonstrate various degrees of hearing impairment and the use of hearing aids. A hearing impaired boy and his mother taught the children some sign language. Another volunteer demonstrated a telecommunications device for the deaf (TDD) and they discussed closed-caption television.

Minnesota has a Migrant Education Resource Center that sponsors special projects for the summer. During the case study visit, a staff person from the Resource Center and the elementary resource teacher had a "Make and Take" session. The purpose of the session was to teach parents and children some things they could do together. Fliers in English and Spanish were sent to the parents a few days before the session. Even though there was not a large turn-out, both mothers and fathers were among those who attended.

Support Services

Health. A nurse and an aide provide health services for all of the students in the summer migrant program. She spends 90 percent of her time in the preschool program and afternoons serving the Chapter 1 children in Levels I through junior high. Her time with the high school students is limited. The description of health services in this section are only for those provided for migrant students Level I through high school who are funded through Chapter 1.

The nurse and aide do all screenings, including hearing, vision, height, weight, and blood pressure. They also check the students immunization records and take those who need immunizations to the public health clinic. Someone else does the dental screening. Priority is given to students who have cavities and/or pain. These students are taken to a local dentist for treatment. In addition, she does some health education in the classrooms. As an example she does some AIDS education in Level III and junior high.

Several nutritional meals are served to the migrant students. All of the elementary and junior high students get breakfast, lunch, and an afternoon snack. The afternoon "snack", which is served at 4:00 p.m., is equivalent to a full meal because many of the parents work late. The high school students are served dinner

at the elementary school between 6:30 p.m. and 7:00 p.m., then are transported to the high school for classes.

Parent Involvement. Parent involvement is elicited in several ways. At the beginning of the summer session, the entire school staff loads one of the school buses with games, educational activities, balls, bats, cookies, and juice and visits each migrant camp. Tables are set up for refreshments, and games are played. This provides an informal way for the parents to meet the staff. At each camp, five or six parent volunteers are asked to serve on the advisory board. The first, but brief, PAC meeting is held on the bus. About a week and a half later, a PAC dinner meeting is held.

The fourth or fifth week an open house is held for all the parents and children in the evening. A dinner is served and a program is presented. The program consists of making announcements, introducing staff and visitors, and performances given by the students. This event is well attended.

Transportation. The Owatonna Summer Migrant Program serves all of the towns and school districts within a 17-mile radius. This includes three migrant camps, but only two camps were being used the summer of the case study. The migrant program contracted with the local school bus company to run three buses to the two camps for the preschool through secondary summer migrant program. The buses take the children back to the camps at 4:30 p.m. and return to the elementary school with the high school students at 6:30 p.m. The high school students have dinner at the elementary school, then are transported to the high school for classes. The buses take them back to the camps at 9:30 p.m.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

The total 1989 funding for the Chapter 1 migrant summer program was $85,353. Twenty-nine percent of the budget was for licensed instructional staff, and 11 percent was for non-licensed instructional staff. Some other items of interest were pupil transportation which took 27 percent of the budget and space rental at two percent of the budget. The Chapter 1 contribution to the food services was $500. A large portion of the food services was subsidized.

Staff

Besides the director, the summer migrant program has seven full-time and four part-time licensed instructional staff, as follows:

Full-time, Licensed Staff

Elementary resource teacher
Level I teacher
Level II teacher
Level III teacher
Morning junior high school teacher/
secondary resource teacher
Elementary art/GED
Elementary ESL-culture/secondary ESL

Part-time, Licensed Staff

Physical education teacher
Science and social science teacher
Secondary English teacher
Secondary math teacher

Full-time, Non-licensed Staff

Four elementary/junior high school full-time teaching assistants
Three secondary part-time teaching assistants

Some of the staff serve multiple roles. For example, one licensed instructor teaches the junior high class in the morning and serves as the secondary resource teacher in the afternoon and evening. In this latter role, she oversees the evening high school classes. A part-time science and social science instructor teaches the junior high class in the afternoon. The elementary art instructor teaches art part-time during the day and is a GED instructor in the evening. The elementary ESL and culture instructor teaches part-time during the day and teaches secondary ESL in the evening.

The program also has seven non-licensed teaching assistants and two custodians. The outreach worker, MSRTS clerk, and the nurse are coordinated through the Tri-Valley Opportunity Council because the Tri-Valley Opportunity Council has the computer terminal for the MSRTS in their headquarters office.

The quality of the staff plays a major role in the program's success. The current director has been with the program for 12 years. Most of that time was as assistant director or director. All of the instructors teach school during the

regular-school-year, and the majority have been with the migrant program for a number of years. One of the instructors is a Master Teacher.

As part of their staff development activities, the State of Minnesota coordinates with the State of Texas. Texas resource people have come to Minnesota to train staff and the Owatonna resource teachers have gone to Texas. These coordination activities are done to acquaint the Minnesota migrant education teachers with the Texas curriculum and the TEAMS testing used in Texas.

The Owatonna director and the resource teachers attend state migrant education inservice training each year. The Tri-Valley Opportunity Council provides inservice training for the outreach worker, the MSRTS clerk, and the nurse. The state holds a one day post-evaluation two days after all the programs end. Directors (coordinators), resource teachers, MSRTS clerks, outreach workers, and nurses meet in separate groups to discuss lessons learned and how the program can be improved the following year.

Occasionally state staff provide workshops in Owatonna. As examples a state elementary curriculum director presented an hour long workshop on wellness, and a State Resource Center staff person worked with one of the Owatonna resource teachers on the "Make and Take" session.

The Owatonna director has staff meetings also. The first two days of the program are inservice for staff without the children. These sessions include such things as a videotape on the migrant population or a presentation of the clerk on the MSRTS. In addition, the director holds weekly staff meetings to disseminate information and discuss any issues that need attention.

Migrant Education Facilities

The summer migrant program, infants through junior high, meet in one of the local elementary schools. The building is clean and attractive. One of the outstanding features of the facility is the large, green lawn area, interspersed with big shade trees, that surrounds the school.

Except for the high school classes, all of the summer migrant services are coordinated in this one school even though they are funded from different sources. The classrooms are divided as follows: infants, toddlers, Migrant Head Start, Level I, Level II, Level III, and junior high. The office space is as follows: the director and the MSRTS clerk share an office; the nurse and her assistant use one of the smaller classrooms as an office; the outreach worker has a small office;

and the resource teachers share a large resource room. All meals are served in the cafeteria.

All senior high classes are held in the local high school, which is a short distance from the elementary school. There are classrooms for English, math, ESL, and GED, and the secondary resource teacher who oversees the program has an office.

PROGRAM EFFECTIVENESS

Each child's progress is assessed in reading, math, and oral language if they have attended summer school 23 days or more. In reading and math, they are assessed on the units they complete. The children are assessed in oral language only if they are limited English proficient. A child's progress is reported on the MSRTS in terms of a percentage grade and the number of days attended. At the end of the 1988 summer program, ten students had received one semester credit, 15 received 1/2 credit, and 11 had ten or more hours transferred. Additionally, the Owatonna migrant program has received very favorable feedback from educators in the State of Texas.

PROGRAM TRANSFERABILITY

A few of the outstanding features of the Owatonna program are discussed in this section. Some of these features are more transferable than others, but all are worth mentioning. Some were identified through observation during the case study visit, whereas others were mentioned by various members of the migrant education staff who were interviewed.

One of the most impressive features of the Owatonna Summer Migrant Program is the coordination of services to migrant children at one site even though these services are funded from multiple sources. This coordination begins at the state level and is successfully carried through to the local level. By coordinating the Chapter 1 migrant education program with Migrant Head Start, Migrant Health, and Title XX, Owatonna is able to provide comprehensive services to the children of migrant workers, ages 0 to 21, in a central location.

Another important feature of the Owatonna program is their coordination with the sending State of Texas. The Owatonna staff view their program as an extension of the student's home-base program. They try to build continuity into the learning process in order to keep each student performing at least at grade level and

prevent the student from dropping out of school later on. Coordination has been enhanced by Texas educational staff visiting Minnesota and the Owatonna staff visiting Texas. Coordination with a sending state is probably easier for the Owatonna program than it may be for others because the majority of students come from a single state due to the recruiting practices of the canning company.

Building a liaison with the parents is another outstanding feature. The practice of taking a school bus to each camp loaded with staff members, games, and refreshments is a good introduction of the program to the parents on the migrant families' own "turf." Additionally, many of the non-licensed program staff live in the camps. They provide valuable input into the program and are viewed as an extension of the migrant community into the schools by the migrant families.

The Owatonna program managed to get the parents to three PAC meetings during the six week summer program. The first PAC meeting was held on a school bus at each camp, while the teachers played games with the children outside. Dinner was served at the next two PAC meetings, which may have provided an incentive for attendance. In addition to a dinner for the whole family, the third meeting was an open house where the children performed.

Another feature is the use of peer tutors. The better students assist other students who need a little help. This works well in a summer program where some children cannot attend on a regular basis for the duration of the program.

Having a separate ESL component and a bilingual teacher is a feature of the program that is very helpful when a relatively large percentage of the student population are limited English proficient. In a short program, immersion is too frustrating for non-English speakers and they tend to dropout, according to the ESL teacher. If they have bilingual ESL, they are less frustrated and are exposed to good English and good Spanish, which encourages bilingualism.

A general health services practice in the Owatonna program is a feature worth mentioning. Besides teaching the children good health habits, the nurse and her assistant try to get the parents more involved in and take responsibility for their children's health care. For example, they encourage the parents to make medical and dental appointments for their children and to take the children to these appointments rather than depending on others to do it for them.

XII. MIGRANT EDUCATION PROGRAM, HANCOCK-HARRISON COOPERATIVE (MISSISSIPPI)

During the late 1970's and early 1980's hundreds of Vietnamese families were first sent to Gulf Coast states where they finally settled in the Biloxi/Gulfport area of Mississippi. At first they were employed shucking oysters at local processing plants. Later, they returned to fishing, their former occupation in Vietnam.

While the Vietnamese parents adapted to fishing in the area, they did not succeed at learning English. For this, they depended on their younger family members, the school children, who were able to adjust faster than their parents. This has caused some problems. In a culture where children are meant to be seen and not heard, it has been difficult for the parents who have not made any attempt to learn the language to maintain control in their household. Sometimes the parents have felt that the school has more control over their children they have. To remedy this, the local community has begun to help the parents in the "Americanization process".

The local community has been generally accepting of the Vietnamese. Keesler Air Force Base is located in Biloxi, and children of base personnel are taught in local schools. The composition of the student population is one-third local residents, one-third children from the base, and one-third migrant students. Thus, the community is used to children who experience a mobile lifestyle and has been very supportive of education for migrants. Its leadership is committed to involvement and integration of its citizens and it has made available to families community education, adult basic education, literacy training, job training, cultural enrichment activities, and personal development and parenting training.

The Hancock-Harrison Cooperative Migrant Education Program serves seven school districts with a combined enrollment of approximately 33,200 children. There are now approximately 805 migrant children being served; 158 currently migratory and 647 formerly migratory. Of these, 53 percent are male, 47 percent female, 92 percent are Vietnamese.

HISTORICAL DEVELOPMENT

It was not until 1974 that the Migrant Education Program began in Mississippi's Gulf Coast Area to meet the educational needs of children of migratory fishers. While there are eleven schools in seven school districts along the coastal area,

the Vietnamese are scattered and attended just a few of these schools. It was therefore decided to form a Coastal Consortium of the seven school districts which had the highest concentration of migrant children. The districts of Biloxi, Bay St. Louis, Hancock County, Harrison County, Long Beach, Pass Christian and Gulfport combined to form the Hancock-Harrison Cooperative Migrant Education Program. The Gulfport School District serves as the fiscal agent for the project.

THE PROGRAM

The major goal of the program is to provide a coordinated range of services so that migrant children can achieve maximum opportunities from their educational experiences, including health and related services.

Identification and Recruitment

Large numbers of Vietnamese families arrived in southern Mississippi in the early 1980's. Recruitment was done by word of mouth, contacts through the Catholic Church, through family members or through employers. Much of the success of the recruitment activity can be traced to the efforts of two dedicated home-school liaison persons. One is a staff social worker and the other is a Vietnamese lady, who works as a staff recruiter, house finder, etc., and serves as the link between the community and the school system. It is through their tireless work that children are enrolled and remain in school. Most families do not have phones, do not know English, and do not understand procedures involved in getting medical or dental appointments. The Catholic Church has a refugee service which helps families get resettled, finds housing, and helps them apply for medicare and food stamps.

The project's staff is so well known that whenever a new family arrives in the community that is involved in farming, fishing, or food processing work the project is notified. The project's staff is responsible for filling out the eligibility forms and getting the proper information and signatures. Once this information is obtained, and verified, the Migrant Student Record Transfer (MSRTS) clerk at the Resource project prepares the necessary forms and inputs this information into the project's MSRTS terminal for transmittal to Little Rock, Arkansas. The two staff recruiters also have the responsibility each year of recertifying those children who have not moved, in addition to those new to the community. Inservice training

is also provided by the project's staff to classroom and migrant teachers, nurses, aides, and principals on updating and changes in the MSRTS record.

Prioritization of Services

All migrant children are given diagnostic tests and placed in regular classroom programs. The educational needs of migrant students are assessed by consultation with the classroom teacher or other appropriate school personnel. Through tests and observation, the migrant child's specific academic weaknesses are diagnosed by the migrant tutor. In coordination with the child's regular classroom teacher and other staff members, an individualized program is designed to meet any specific need.

Instructional Services

The Hancock-Harrison Cooperative Project provides instruction, social, and family services to assist migrant children improve academically. The program provides in-school tutorial services through the use of teacher/tutors and teacher assistance tutors and English as a Second Language, as well as supportive services.

Migrant children are pulled out from regular classes at designated time periods (when they have study periods) and meet with a migrant teacher/tutor for periods of 30-45 minutes, using teacher made or commercially produced products. The progress of the student is monitored by the teacher. Students are encouraged to have pride in their own language and culture. The program teaches English as a second language, with emphasis on developing speaking and listening skills. In addition to the teacher/tutors, teacher assistants/bilingual aides are hired on an hourly basis to assist in reading, math, and oral language. These aides work either in the pull-out room or in the classroom assisting only migrant children. Chapter 1 and bilingual aides are also on many campuses and provide classroom assistance. Standford Achievement and/or California Achievement Tests are administered in the Spring and are used to measure student gains.

While some school personnel see pull-out programs as disruptive of daily schedules, the philosophy of many of the principals is that pull-out should be looked upon as a service that not only helps the student but the teachers as well. The pull-out services avail the students of a one-on-one service to meet his particular needs academically and socially. Pull-out classes usually serve anywhere from four to ten children.

Support Services

Counseling. There are several school counselors at the high school level. Children go on their own or at the recommendation of a teacher. The majority of young men interviewed knew that they would finish high school and go out to sea to help the family or get a boat of their own. Their needs were not as much career/vocational but rather behavioral, family, and academic. Some young people also remember the fighting and escape from their homeland, which is still causing them some problems and need for counseling services. The majority of the young women desire to go on to college, expressing career goals as teachers, nurses, scientist, and sales persons. One girl wanted to work in a bank and loan money. Another said her father wanted her to be a doctor, but she wanted to be a teacher. The girls expressed more problems at home while becoming Americanized.

Health. The project will cover the cost of health services when there are no other funds available. For the most part, however, there are enough services provided by the local agencies; the role of the project staff is generally to make the appointments and transport the patient.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

The total FY 1988-89 program year budget was $354,848, of which 81 percent was for staff.

Staff

Administrative Staff	
Center Supervisor	.5
Coordinator	1
Secretary/Bookkeeper	1
Instructional Staff	
Teachers/Tutors	5
Bilingual Aides	3
Support Service Staff	
Clerk (MSRTS)	1
Home School Liaison	2

The project is administered by the center supervisor and the migrant education coordinator. The center director serves half-time as director of the migrant education project and half-time as director of the migrant education materials and

resource center. In terms of the administrative hierarchy of the Gulfport School District, the center director answers to the federal programs coordinator, who in turn answers to an assistant superintendent.

Once a week the migrant education coordinator and the instructional staff meet for inservice, to discuss problems, prepare paperwork, and prepare materials for classes. Prior to the opening of school, a workshop is held to review rules, regulations, MSRTS operations, and the particular needs of the students. Of the five teachers, two have been selected as master teachers by the MSRTS Master Teacher/Master Health Provider recognition program.

Migrant Education Facilities

As noted before, the migrant office is located in Gulfport and shares facilities with the Materials and Resource Center. It is a beautiful building. The staff of the Hancock/Harrison Cooperative and the staff of the Materials and Resource Center share space along with the supervisor of the center. Staff have separate offices with a larger room for conferences. Next door is the resource center which houses thousands of pieces of laminated word games, art work, posters, and equipment and materials used for weekly workshops. Classroom space at all schools were found to be self contained, with up-to-date equipment, generally large, airy classrooms, all reflecting the creativity of the staff at the Materials and Resource Center. There were also wonderful bulletin boards, learning centers, and window shades painted with animals, seasons, and holiday settings.

PROGRAM EFFECTIVENESS

The most recent data available on the effectiveness of the Hancock-Harrison Cooperative Migrant Education project is from the 1986-87 project evaluation. Exhibit 25 gives the pre-/posttest gains of participating students in grades K through 7 and grades 9 and 10. As the data show, there were modest gains at all grade levels except eleventh, with substantial gains in grades 1, 2, 7, 8 and 10.

PROGRAM TRANSFERABILITY

The migrant students served by the Hancock-Harrison program are thinly scattered among several schools in several school districts. To meet the academic needs of these students, the program uses a pull-out tutorial model which permits the

EXHIBIT 25. Pre-/Posttest Gains for Migrant Students Participating in the Hancock-Harrison Migrant Education Project, 1986-87

Grade	N	Pretest	Posttest	Gains
K	7	47.5	60.1	+12.6
1	39	27.3	44.2	+16.9
2	36	46.3	50.6	+ 5.3
3	37	46.3	51.4	+ 5.1
4	29	47.4	50.5	+ 3.1
5	35	68.1	70.1	+ 2.1
6	16	36.8	47.3	+10.5
7	16	35.2	44.1	+ 8.9
8	--	--	--	--
9	6	36.9	41.3	+ 4.4
10	12	30.0	44.7	+14.7
11	1	10.4	10.4	0
12	--	--	--	--

program to provide individualized assistance to all of the students in a manner which optimizes use of staff resources. The achievement test data indicates that this model works in this situation. Furthermore, the principals of the schools served by the program support the use of this approach in these circumstances.

XIII. SUMMER MIGRANT EDUCATION PROGRAM, GLENDIVE (MONTANA) ELEMENTARY SCHOOL DISTRICT NO. 1

The Glendive Summer Migrant Education Program is a five-week summer program operated by the Glendive Elementary School District. The program serves the children of currently migrant farmworkers who work in the fields within a 60 mile area along the Yellowstone River valley. The main industry in the area is agriculture and related businesses. The major agricultural products are sugar beets, wheat and other grains, range beef cattle, and some sheep and dairy cattle. The area has considerable coal, oil, and natural gas reserves, but the exploration of these natural resources has decreased in recent years.

The town of Glendive is 222 miles northeast of Billings and had an estimated population of 5,500 in 1985. The educational system includes three elementary schools, a junior high school, a senior high school, and a junior college.

The migrant families arrive in May and the first part of June to hoe, weed, and thin the sugar beets. These migrants are predominantly Spanish speaking, and a large percentage come from one town on the Texas-Mexican border. A few migrant families also come from Kansas, Washington, California, and Wisconsin. Some of the families return to Glendive year after year.

Most able-bodied migrant family members work in the fields once they arrive, including not only the fathers but also the mothers, the teenagers, and sometimes the younger, school-age children. These families often work twelve hours a day, seven days a week while they are in the area.

Before the Glendive Migrant Program started, many of the smaller children roamed the fields while their parents worked. These children constantly faced danger playing near the farm vehicles and machinery, the highway, and irrigation canals. They were also exposed to the heat, sun, pesticides, fertilizers, and dirt. It was not uncommon for a ten year old to stay home to care for a baby and preschool siblings.

Many of the school-age migrant children leave school a few weeks early and enter school a few weeks late in their home-bases, thus, reducing the length of their school year. They get progressively behind in school as a result. The situation is particularly difficult for the teenagers whose labor is in demand by the family.

The migrants are welcomed by the community each summer beginning with a church sponsored picnic. They are perceived as a necessary addition to the agricultural labor force, and they also contribute to the local economy during their brief stay.

HISTORICAL DEVELOPMENT

The Glendive Migrant Program was started about 22 years ago. The current budget is approximately a third of what it was when the program started, but the number of migrant children served has not decreased significantly during this time. Originally, the program was administered on a regional basis throughout the state. Each program was required to have certified staff in physical education, music, and art, in addition to the regular classroom teachers. When the state migrant education budget was reduced, the regional administrative level was eliminated and the local projects became more autonomous.

As a result of the administrative shift and budget reductions, a decision was made to have the Glendive program focus on reading, math, and oral language. The certified physical education, music, and art positions were eliminated, and the importance of these functions was reduced and transferred to the regular classroom teachers.

THE PROGRAM

The Glendive Summer Migrant Education Program serves the children of migrant farmworkers from infancy to age 21. Infants and toddlers are served by the program so their older siblings can attend summer school rather than stay at home to care for the younger ones. The nursery, preschool, kindergarten, and elementary age children are served in an elementary school, whereas the junior and senior high students are served by an outreach instructor.

The major goal of the Glendive migrant program is to introduce, reinforce, and remediate basic skills in reading, mathematics, and language arts. Additional goals are to enhance each child's self-esteem; further cultural values through music, art, and physical education; prepare the children for future decisions in computer literacy and career awareness activities; and to provide information about the school and the children's progress to the parents.

Identification and Recruitment

The success of the Glendive Migrant Program's identification and recruitment is attributable, in large part, to the recruiters' persistence in carrying out this task and to the rapport they have established with the farmers who employ the migrants and the migrant families over the years. Many of the farmers already know

about the program because they have children of their own in the schools during the regular-school-year or because they have had migrant families with children in the program in previous years. Also, some of the migrant children have participated in the program for a number of years because their families return to the area each summer. These farmers and migrant families tell others about the program.

Identification and recruitment begin about two weeks before the program starts in the summer. Usually there is only one recruiter, but this year the recruiter worked with the outreach instructor to identify junior and senior high school students to participate in the program. Typically, the recruiter visits the farmers to ask them if they will be hiring any migrants during the summer and to explain the program. Since many of the migrants live on the farmers' land, the recruiter lets the farmers know that he or she will be visiting the migrant families to get their eligible children to participate in the program. Both the farmers and the migrant parents like the program because the children are in a safe and interesting learning environment and the parents are not being distracted with parental responsibilities while they work. Sometimes the recruiter has to walk the fields to talk with the parents while they work, for example, to recruit their children for the program or get information to complete forms. Talking to the parents while they work is kept to a minimum, however.

The Glendive migrant education staff view their program as supportive of the home-base school, since the children served migrate to the area for only a few weeks in the summer. The developmental and instructional services provided by the program reinforce and remediate the basic skills that the children have learned or will be learning in their home-base school.

Coordination through the MSRTS is particularly important because all of the children in the program are currently migrant. The recruiter makes repeated trips into the communities and farm areas where the migrants live and work to identify eligible children and complete the Certificates of Eligibility (COEs). Once the COEs are completed, the records clerks reviews them and sends them to Helena, Montana, where the data are entered into the computer for transmission to Little Rock. Most of the children's MSRTS records arrive in Glendive when the summer session begins. Thus, the teachers know from the first day what each child requires. At the end of the program, the records are updated and sent to Helena for transmission to Little Rock so the home-base schools will have a record of the children's summer school activities and progress.

Since about 90 percent of the children in the program are from Texas, an effort is made to coordinate with this state. Coordination with Texas includes training of the Glendive staff by Texas personnel regarding the Texas Educational Assessment of Minimum Skills (TEAMS) test and the dropout prevention program. The TEAMS is given every other year to Texas students beginning in the first grade until high school graduation. The Glendive outreach instructor also works closely with guidance counselors from Texas to be sure the students are getting the help they need.

Prioritization of Services

Priority is given to currently migrant children from infancy to age 21, who have not completed high school. Emphasis is on academic subjects, an individualized approach, and coordination with the home-base school. Oral language is stressed because many of the children come from communities where only Spanish is spoken, and their parents have expressed interest in having their children become more English proficient. Several different kinds of activities are used to develop oral language proficiency. Reading and mathematics are also given high priority.

Instructional and Developmental Services

Exhibit 26 shows the classroom structure, enrollment figures, and staffing of the Glendive summer project. These figures indicate a very high instructional staff-student ratio, which is conducive to an individualized instructional approach not usually available in a regular school program.

The nursery, through the intermediate level, start each day at 8:00 a.m. and conclude at 3:00 p.m. The outreach instructor meets with the secondary students twice a week in the evenings, for a total of about five to six hours of instruction per week per student.

The babies are in the nursery so their older siblings can attend school. The nursery provides a safe, healthy, and nurturing environment that the babies might not otherwise have while their parents are working in the fields. Since there is a high staff to infant ratio, the babies get a lot of individual care. The nursery has a crib for each baby and much of their time is spent sleeping. They usually take a morning and an afternoon nap. The rest of the time is spent bathing, feeding, and playing with them.

EXHIBIT 26. Enrollment and Staffing as of June 21, 1989

Grade	Number Enrolled	Staff
High school	11	One certified outreach instructor
Intermediate (grades 4 and up)	18	One certified instructor; one instructional aide
Primary (grades 1-3)	17	One certified instructor; one instructional aide
Kindergarten (kindergarten and age 5)	13	One certified instructor; one instructional aide
Preschool (ages 2-4)	14	One preschool supervisor; two preschool aides
Nursery (ages 0-2)	17	One nursery supervisor; four nursery aides
TOTAL	90	

Preschool activities are primarily developmental. Since most of the two to four year olds speak Spanish at home, the staff talks to them in both English and Spanish so the children can understand what is happening. The children spend their mornings learning the colors, dates, and numbers, participating in activities that reinforce reading and math readiness, doing small art projects, taking part in music sessions, and playing outside. Some of the activities are done in small groups whereas others are individualized. After lunch, the preschoolers nap before they go home.

Instructional services for the kindergarten through the intermediate grades focus on reading, mathematics, oral language, and other language arts, which are usually taught in the morning. Instruction in the afternoon is more informal and includes physical education, music, and special events. Students are generally placed in the grade they have just completed during the school year. Since the summer program is so short, it is important to be able to test the children the

first day in order to get them right into the suitable level of the curriculum. The following formal procedures are used to ensure that the children will be working with materials appropriate for their needs and abilities:

- Harper-Row Reading pre-/posttests;
- IMP (EDITS) Math pre-/posttests;
- IDEA Oral Language tests; and
- MSRTS records.

The Formal Reading Inventory (FRI) may be used in the future in place of the Harper-Row Reading tests because the pre-/posttests of the former are shorter than those used in the latter. The FRI, thus, may be more appropriate for a short summer program and is now being tried.

Each teacher also informally monitors the student's progress through observation and interaction.

In addition to the emphasis on reading, math, and oral language, the Glendive summer program includes music, art, physical education, and computer literacy. Thirty minutes of each day is also dedicated to teaching the students study skills, such as map reading, locating information from reference sources, retention and repetition exercises, use of free reading time, and establishing a study environment. Career education is part of the curriculum at the intermediate level. The students see films and videotapes, take field trips to watch and talk with people in different jobs, and listen to outside speakers talk about their careers.

A variety of activities are incorporated into the summer program that are designed to hold the children's interest. Trips are taken to local businesses, museums, and parks. The geographical characteristics of the area are highlighted. Special days are observed, such as Flag Day, and each Friday has a theme. The Friday of the case study visit was Western Day. Everyone dressed in western attire and got into the spirit of the day.

The 11 students enrolled in the secondary program ranged from age 14 to age 21 and were in grades 7 to 11 the previous academic year. In Glendive, nine students were in the Portable Assisted Study Sequence (PASS) program, one was getting help toward her GED, and one was working on his vocabulary skills.

During the recruiting process, the outreach instructor works with the recruiter to identify secondary students to participate in the program. They explain to the youth and their families that the PASS program can be used to earn credits for

failed classes or to earn extra credits toward graduation. For those who sign up, the outreach instructor calls the counselors at the sending schools to find out what the students should work on. Then the outreach instructor orders the appropriate PASS materials from the State of California.

After the materials arrive, the outreach instructor develops a schedule for working with the students in the various communities. He tries to get as many as possible centrally located so he can work with small groups rather than travel to each person's home. He covers an area of about 50 to 75 miles. Many of the students get up at 6:00 a.m., work in the fields, and finish about 6:00 to 7:30 p.m. Some work seven days a week at times. Therefore, classes are scheduled in the evenings and sometimes on weekends. These students have to do their studies in addition to their field work.

The PASS courses are divided into five units each. The tests that the students are required to complete after each unit are sent to California for grading. The students do not receive any course credit unless they complete all five units. They have to work hard to complete a course in five weeks.

After the students complete their PASS courses, California enters the course credits in the students' MSRTS records. The outreach instructor writes a report on each student and sends it to the home-base school. Sometimes he calls the counselor to report on the student's progress.

Support Services

The approximately 79 children who participate in the nursery to intermediate migrant program are transported to and from school in two school buses. This includes 17 infants and 14 preschoolers, as well as the school-age children. The buses are regular size school buses that hold about 62 passengers each. Special cribs have been built on the buses for the babies. There are two aides on each bus who take care of the children. The older children also help with the little ones.

One bus leaves at 5:00 a.m. and the other leaves at 6:00 a.m. each morning to pick up the children. The buses travel around the countryside on paved roads and gravel roads picking up children from their parents at their homes, along the roadside, and in the fields. The buses arrive back at the school at 8:00 a.m. The process is reversed in the afternoon, when the children get out of school at 3:00 p.m.

All of the children's possessions are labelled. Parents give the aides baby bottles, medicines, etc. for their children and may also give the aides notes for

the nurse or teachers. Each bus carries a supply of diapers, kleenex, Wet Ones (moisturized towelettes), a garbage can, and other supplies. On the return trip, the aides may take notes from the nurse or teachers to the parents.

Nutrition is an important part of the Glendive program. The children are given a good breakfast when they arrive, a lunch at noon, and a snack just before they leave for home in the afternoon. Meals are prepared by two cooks and are served in the school cafeteria. The babies are fed in the nursery.

Health and cleanliness are another important part of the Glendive program. All the children brush their teeth after breakfast. The babies are bathed and their clothes are washed. The rest of the children shower and wash their hair on alternate days, which they thoroughly enjoy in the summer.

A full-time nurse is on staff to attend to the children's health related needs. She focuses on screening and preventive health, especially immunization. She reviews the children's MSRTS health records, then checks their eyes, hearing, teeth, height, and weight. The older children are checked for scoliosis. Children under age five are checked for anemia. She does a thorough review of the children's immunization records and administers vaccines to children who need them.

After the screenings, the nurse communicates with the parents concerning any health problems that are discovered. Appointments are made with a local dentist for needed dental care that the parents cannot afford. With limited resources, she is focusing on completing the dental care for all the five and six year olds in the program. She also coordinates with other community resources to get assistance for children with other health related problems.

The nurse is a resource for the staff who instruct and care for the children during the day. She makes sure the health care, nutrition, and activities are appropriate for the children's ages. She begins each day by checking the babies in the nursery. Another of her tasks is to oversee the administration of any medications the children must take while they are in school.

At the end of the summer session, she is responsible for completing the MSRTS health records for the children.

Parent Involvement

Every effort is made to keep the parents as involved as possible, but most parents work long hours the few weeks they are in Glendive. One PAC meeting was held in the community and an open house was held at the school. Parents are kept informed through the weekly newsletter, and other bulletins as needed. An informal

line of communication is maintained through notes that pass between the parents and the teachers and nurse via the bus aides. A fiesta and family night are held toward the end of the summer program. A meal is served to the families at the fiesta and the students perform and break pinatas.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

The total project funding for the summer of 1989 was $52,415. Twenty-five percent of this was for contracted personnel, and just over 30 percent was for the salaries of other staff members. Some of the other larger budget items were building rental ($2,330), district bus rental ($9,488), and food service ($2,000).

Staff

The staff of the summer program is as follows:

Contracted Staff:

1 Director
1 Recruiter
3 Classroom instructors
1 Outreach instructor

Other Staff:

1 Secretary/record clerk
1 Preschool supervisor
1 Nursery supervisor
6 General duty aides
3 Instructional aides
3 Bus aides
1 Nurse
1 Custodian
2 Cooks

The quality of the staff is one of the main reasons for the program's success. The director has extensive experience that is pertinent to his position in the program. He teaches sixth grade during the regular-school-year and has served in an administrative capacity in the school system for a number of years. He has been director of the migrant program for eleven years, five of which were as a classroom teacher and six were as director. Over the years, he has attended numerous workshops and conferences in migrant education.

All of the contracted staff have been teachers during the regular-school-year for a number of years, and the preschool supervisor is also an elementary school teacher. The program has the distinction of having two Master Teachers of Migrant Education. Additionally, most of the staff have been with the program for several years. Some are bilingual.

The nurse is a public health nurse who works for the county and is assigned to the schools during the regular-school-year. Because of her position in the county public health system, she is already in the health network and has access to county and state resources that are useful in her role as the nurse for the migrant summer program.

There are some staff development activities for the summer program. The director often attends national migrant conferences. He, the teachers, the recruiter, the nurse, the records clerk, and the cooks usually attend the state migrant conference held each spring in Billings. This is a one day conference that offers several workshops. A two hour preservice breakfast meeting is held prior to each summer session, during which the basic operations of the program are discussed. Following this, are two days of smaller meetings to get the program started. The staff meet informally throughout the five week session, and the weekly newsletter keeps everyone apprised of upcoming events.

Migrant Education Facilities

The summer migrant program is housed in an elementary school in Glendive. The school is modern, clean, and attractive. The classrooms are used for the nursery, preschool, kindergarten, primary, and intermediate activities. The babies and children in the nursery, preschool, and kindergarten are in rooms that can be darkened because they take naps. Except for the babies, the children are fed in the cafeteria. The school also has facilities where the children can take showers and brush their teeth. Posters and other colorful displays are used at the front entrance, where the children come in from the school buses. The children's art work is displayed throughout the classrooms and halls.

The high school students meet in small groups wherever it is convenient. Some meet in homes. If the weather is nice, they may meet outside.

PROGRAM EFFECTIVENESS

Since the summer program is short, the Glendive instructors have developed curriculum objectives as an assessment tool. Students are pretested and posttested to determine their accomplishments. The data in Exhibit 27 show gains for the last three project years. Data for the summer, 1989, program were not yet available. It should be noted that there have been gains for all grades for the past three years. It is not possible, however, to present sustained gains for specific students.

In 1988, ten secondary students were enrolled in the PASS program. Six of those students completed one or more units. Three students completed all five units and were awarded course credit. These students completed the equivalent of a semester's work in a month during the time they were working six to eight hours in the fields.

Another indication of the programs effectiveness is that 70 percent of the elementary students had perfect attendance. This is an accomplishment since the program is not mandatory and the children have long bus rides to and from school.

PROGRAM TRANSFERABILITY

Some aspects of the Glendive program are worth highlighting. The degree to which they can be transferred to other sites will depend on available resources, the situation, and the flexibility of the staff, among other things.

One of the most impressive things about this program is the climate the staff provides for the children. The instructional staff and aides meet the buses in front of the school at 8:00 a.m. each morning, and the children are taken to their respective rooms. It is obvious that everyone is happy to be there. In an interview, the master teachers said, since they have the children such a short time, two of their main goals are to reinforce what the children have learned during the school year and convey to them the love of learning. This love of learning permeates all aspects of the program. It is a time of discovery for the children and they react enthusiastically to it.

Because of the relatively high ratio of staff to students, the children get much more individual attention than they do in a regular school program. The individualized curriculum permits each child to move at his or her own pace, so everyone has a sense of accomplishment.

EXHIBIT 27. Longitudinal Program Effectiveness Data, 1986-1988

Reading - Average Percentage Items Answered Correctly

Text Level	1986		1987		1988	
	Pre	Post	Pre	Post	Pre	Post
Grade 6	60	63	60	63		
Grade 5	54	59	59	68	66	68
Grade 4	40	47	74	78	60	68
Grade 3	61	66	63	76		
Grade 2	64	77	61	75	73	87
Grade 1	62	85	73	85	42	73
Primer					64	80
Preprimer	30	83	56	70	43	78
Readiness	58	83	42	71	44	63

Math - Average Percentage Items Answered Correctly

Text Level	1986		1987		1988	
	Pre	Post	Pre	Post	Pre	Post
B	57	59	61	67	58	61
A	80	88	67	78	65	82
3	66	83	59	71	76	100
2	61	72	67	97	50	67
K	67	89	50	89	50	72

Since the reading, math, and oral language curricula that are used have pretest and posttest components and the teachers have the children's MSRTS records shortly after school starts, the children can be placed at the appropriate level at the very beginning of the program. The posttesting capability provides a method for assessing the students' progress.

The "love of learning" atmosphere is especially apparent in the preschool and kindergarten classes. Preschool activities are developmental and kindergarten prepares students for school. Most of the activities are scheduled in the morning, and the children nap in the afternoon.

The community and the program staff make an effort to make the migrant families feel welcome. The community gives a picnic for the families when they arrive and the migrant program staff maintain rapport with the families through the recruiter,

the outreach instructor, program activities, and informal communication. These efforts provide a positive attitude in the community toward the migrant families that is reflected in their attitudes toward the migrant program.

XIV. SUMMER MIGRANT EDUCATION PROGRAM, HATCH VALLEY (NEW MEXICO) MUNICIPAL SCHOOLS

The Hatch Valley Municipal Schools' Summer Migrant Education Program serves migrant students in the Hatch Valley, a major agricultural area of New Mexico situated along the Rio Grande north of Las Cruces. Farmers in the valley produce a number of crops; the major crop is chili peppers. In recent years, agricultural activity has expanded from a part-year to a year-around venture, largely due to the chili crop. As a result, there is year-around work for agricultural works and many migrant families are staying longer and settling out in the area. The majority of the year-around residents are of Hispanic background.

The summer program serves 150 migrant students, the majority of whom are currently migrant.

HISTORICAL DEVELOPMENT

The Hatch Valley Municipal Schools' Summer Migrant Education Program was established approximately 14 years ago. The original idea for a migrant education program came from district administrators who recognized the need for services and submitted an application for funding. At first, the responsibility for program administration fell on the individual classroom teachers working with migrant students. However, over time the need for more central administration to better handle identification and recruitment was recognized and this task assigned to one of the building principals. As the size of the program grew, the responsibility for program administration was transferred to the federal programs coordinator who currently manages the program.

The program originally operated four weeks during the summer, providing half-day services to students. It presently operates six weeks and provides whole day services. The summer program this year suffered an approximately 50 percent cut in funds from preceding years and, as a result, it was necessary to eliminate services to high school students, reduce the number of elementary-level students served and reduce the number of days per week that services are offered.

THE PROGRAM

During the summer months there are approximately 264 eligible migrant children in the area served by the Hatch Valley Municipal Schools. Of these 264 migrant children, 99 (37.5 percent) are classified as currently migratory and 165 (62.5 percent) are classified as formerly migratory. One hundred and fifty migrant students are served by the summer program in grades pre-kindergarten to twelfth, including 100 percent of the currently migrant students and 31 percent of the formerly migrant students. All of the migrant students are Hispanic and are in need of English language development.

The Hatch Valley Summer Migrant Education Program is the main summer instructional program offered by the district. It operates Monday through Thursday, from early June through mid-July and focuses on academic instruction, in particular English language development. It is supplemented by other special service programs such as the Chapter 1 reading program and the summer recreation program.

The main objective of the Hatch Chapter 1--Migrant Education Program is to bring about positive improvements in the lives of migrant children educationally, socially, and emotionally. The ten goals which the program has set for itself are:

1. Improvement of student competencies in the language arts components.

2. Improvement of student competencies in other areas to include: mathematics, science, social studies, civics, world history, etc.

3. Development of cooperation and responsibility in all students.

4. Development of positive attitudes and self motivation.

5. Promotion of the physical and nutritional well-being:

   a. Necessary clothing needs.
   b. Dental, medical, and health services.
   c. Provide nutritional lunch and breakfast programs.

6. Improvement of students daily school attendance, and developing alternatives to address the "high-risk" students.

7. Development of students educational and occupational opportunities.

8. Development and appreciation of cultural differences and similarities.

9. Expansion of students experiences as far as their immediate community and their environment in general.

10. Preparation for the students eventual departure from the Chapter 1--Migrant Supplemental Programs.

Of these ten goals, the project places far greater emphasis on the first than on the other nine.

Identification and Recruitment

The primary responsibility for identification and recruitment rests with the project's records clerk who conducts many of the home visits to migrant parents and maintains, transmits, and receives MSRTS records. The project employs a number of different means for identifying and recruiting migrant students. The project networks with all of the local social service programs which serve migrant families, including Crippled Children's Services, HELP Day Care, the community health center, and the county human services program. Project staff report that they are usually the first or second program in the community to hear of the arrival of a new migrant family. Also, because the area served by the program is a close-knit, rural community, there is a word-of-mouth network which serves to notify the project of new families. Once a new family has been identified, the records clerk or another staff member visits the family, conducts a parent interview, and completes a family case history.

Prioritization of Services

As noted previously, there are approximately 265 migrant children who are eligible for the project's services. However, the project's funding for the summer of 1989 permitted only 150 to be served. The neediest students were identified for services by a set of criteria which included teacher rating scales completed in the spring together with spring CTBS test results, results from classroom teacher and Chapter 1 teacher criterion-reference tests, and results from other tests such as the WRAT and BOHOEM. Priority for project services was given to currently migrant students.

The project relies solely on locally generated data for student needs assessment and placement because MSRTS student records are generally not available until two weeks after the student enters the program and because calls to students' prior schools rarely produces results. The MSRTS terminal for the project is the state terminal in Albuquerque. Project staff report that there has been significant improvement this year in turn-around time for student records.

According to them, there used to be a lot of delays and student records would not arrive until the children were ready to leave the program. This year, there has been about a two week turn-around and teachers get records about the third week of the six week program. Once placed in the program, the teachers identify the children's areas of academic need and focus on remediation.

Instructional Services

The emphasis of the Hatch Valley Summer Migrant Education Program is clearly on academics, with particular focus on English language development. As shown in Exhibit 28, students receive an average of six hours and 35 minutes of academic instruction per day, four days a week. All instruction is provided by certified, bilingual teachers who have prior experience in compensatory education. Each teacher works with approximately 20 students. In addition to the certified teacher, there is a teacher's assistant in each classroom. There may also be a parent volunteer or someone from the Foster Grandparent Program working with students in the classroom. The people from Foster Grandparent Program assist low achieving students in the instructional and support service components for up to four hours a day. They work with small groups of students under migrant education program staff supervision.

The program uses an experiential approach to teaching. If a lesson is about pottery, for example, it is combined with learning about how to make pottery so that students acquire language in hands-on, real-life situations. The program uses instructional materials which are supplementary to those used during the regular-school-year.

The program also has two classrooms for special student services. These classrooms are staffed by certified special education teachers and teacher aides who work with students who have learning difficulties, are handicapped, or are gifted and talented. The teachers focus on reinforcing and extending each students Individualized Education Plan. The instruction in these classrooms also emphasizes experiential, hands-on learning.

Support Services

The summer program coordinates with the county human services office and the local community health clinic for physical and dental assessment. Individual student physicals are conducted by the school nurse and the migrant nurse assistant. The dentist at the community health clinic does all of the dental

EXHIBIT 28. Daily Summer Schedule for the Hatch Valley Summer Migrant Education Program

7:50 to 8:15 a.m.	Breakfast
8:15 to 8:30 a.m.	Attendance and lunch count
8:30 to 11:25 a.m.	Academic instruction
11:00 a.m.	Lunch (Kindergarten)
11:25 to 12:00 a.m.	Lunch (Primary and Intermediate)
12:05 to 2:45 p.m.	Academic instruction
	Art (Tuesdays)
	Organized P.E. (Monday through Thursday)
	Movies, Field trips (Thursdays)
2:50 p.m.	Student dismissal
3:00 to 3:30 p.m.	Staff preparation time
3:30 p.m.	Staff dismissal

screenings. Dental treatment, education, and floride rinse are provided every Tuesday of each week. The project obtains breakfast and lunch for participants through the school district's food services program.

The migrant program works with the district's physical education program to provide physical education and recreation for the students. Also, all students have access to the school library at least twice each week.

Parent/Community Involvement

Parent involvement and community involvement are important aspects of the Hatch Valley Summer Migrant Education Program. Formal parent involvement activities center around the program's Parent Advisory Committee. The committee consists of six migrant parents. It has two meetings per year, with elections in the fall. The committee serves both the Chapter 1--Migrant program and the Chapter 1--Basic program. Through the committee meetings, parents have input into project planning

and evaluation. The program sends home notices to parents in both English and Spanish and has open houses at the school for parents. In addition, project staff try to visit each child's parents in their homes at least twice a year--most are visited more often than that.

The program also publishes a migrant parent handbook which explains the social services available to migrant families in the Hatch area. The program is currently in the process of updating the handbook. There is also an evening community program for out-of-school (18-21 year old) migrants which offers classes in adult basic education, GED, ESL, amnesty rule and regulations. The evening program is jointly sponsored by Hatch Valley migrant education program and New Mexico State University. The program is very popular and there are presently more interested students than the program can handle.

There is also a great deal of informal contact with migrant parents as a result of the fact that the Federal Programs Office in which migrant education is housed serves as an information center for migrant families on amnesty rules and regulations and social services. Because of this, parents are in and out of the Federal Programs Office often.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

The project budget for this summer is $40,000. This represents a substantial cut in funding from prior years when the program received from $75,000 to $80,000. As a result, the summer program has eliminated services to students in grades 9 through 12, reduced the number of students in grades K through 8 who are served, and reduced the number of days per week on which services are offered from five to four. Seventy percent of the funds goes to pay for staff and the rest is used for support services. The district provides facilities of instruction and recreational activities.

Staff

The staff of the Hatch Valley Summer Migrant Education Project consists of one administrator, 8 support staff members, 12 instructional staff members, and 4 special student services staff members. The position titles and number of staff in each are:

Administrative staff
1 Administrator (Federal Programs Coordinator)

Support Staff
1 Secretary
1 Records Clerk
1 Nurse's Assistant
1 Librarian/Supply Clerk
1 Physical Education Assistant
2 Cafeteria Staff
1 Custodian

Instructional Staff
6 Certified Teachers
6 Teacher Assistants

Special Student Services Staff
2 Certified Teachers
2 Teacher Assistants

All of the program's teachers are certified staff who work in the school system during the regular-school-year. Those selected for the summer program must be bilingual in Spanish and English, have experience in compensatory education, and have a good attitude and like working with at-risk youth. The teacher assistants in the summer program have all worked previously during the regular-school-year as teacher assistants in compensatory education classrooms. They are selected following an interview with the program administrator and the program teachers.

The fact that all of the instructional staff and the administrative staff also work with the school during the regular-school-year provides for implicit coordination between the summer program services and those of the regular-school-year.

Migrant Education Facilities

The summer program uses the facilities of the Hatch Elementary School, including eight classrooms, the library, and the cafeteria. The administration is housed in the offices of the federal programs coordinator, and includes one room for the secretary and records clerk and another for the federal programs coordinator which also serves as a conference room.

PROGRAM EFFECTIVENESS

The best indication of the effectiveness of the Hatch Valley Migrant Education Program comes from the NCE gains on a spring-spring administration of the CTBS reported in the 1987-88 evaluation of the program. These results for language arts and math are shown in Exhibits 29 and 30.

PROGRAM TRANSFERABILITY

The Hatch Valley Summer Migrant Education Program is notable for its close coordination with the regular-school-year program, through the use of certified teachers and teacher assistants who are also employed in the regular-school-year program, and through the use of the same administrative staff. The program is also noteworthy for its focus on academic instruction and its individual attention to the specific needs of remediation of each child. Also, the program's use of an experiential instructional approach appears to be particularly effective in assisting students in developing their English language skills. In addition, the program benefits from its cooperative agreement with the Foster Grandparent Program which enables additional adults to assist with instructional and support services and thus provides students with more individual attention.

EXHIBIT 29. NCE Gains in Language Arts on the CTBS for Migrant Students in the Hatch Valley Migrant Education Program for 1987-88

Grade	N	NCE Gains
1	24	+21.3
2	12	+13.4
3	23	+ 8.8
4	18	+13.6
5	12	+10.8
6	9	+18.8
7	18	+ 1.8
8	22	+ .9
9	18	+ 1.4
10	6	+ 5.9
11	4	+ 2.2
12	2	+ 4.5

EXHIBIT 30. NCE Gains in Mathematics on the CTBS for Migrant Students in the Hatch Valley Migrant Education Program for 1987-88

Grade	N	NCE Gains
1	5	+ .4
2	3	+12.7
3	13	+ 4.9
4	6	+13.8
5	2	+ 7.5
6	2	+ 3.5
7	5	+ 4.2
8	6	+10.5
9	10	+ 3.2
10	0	--
11	0	--
12	0	--

XV. MID-HUDSON SUMMER MIGRANT EDUCATION PROGRAM, SUNY COLLEGE AT NEW PALTZ (NEW YORK)

The Mid-Hudson Migrant Education Program is one of 13 tutorial outreach centers in New York State. It serves seven counties (Dutchess, Orange, Putnam, Rockland Sullivan, Ulster, and Westchester) in the southern part of downstate New York, just north of New York City. The service area runs along both sides of the Hudson River, and includes the southern foothills of the Catskill Mountains and part of the Catskill State Park. The area includes numerous small towns as well as the larger population centers of Poughkeepsie, Kingston, Newburgh, New Paltz, and West Point and has a population of a little over two million.

The agricultural activity in the area differs from county to county, the major crops in Ulster County being corn, broccoli, apples, cherries and peaches; those in Dutchess County being corn and fruit crops as well as dairy farming; and those in Orange County being onions and celery.

Similarly, the ethnic composition of the migrant population differs by county. The majority of the migrants in Orange County are Hispanic, from Texas and New Mexico. In the other counties in the area, the majority of the migrants are non-Hispanic blacks and whites from Eastern stream states. In Ulster County, a majority of the migrants are from Florida. One-third of the migrant students served by the Mid-Hudson Program is Hispanic, another one-third is white non-Hispanic and the remaining one-third is black non-Hispanic .

HISTORICAL DEVELOPMENT

In 1971, the present director of the Mid-Hudson Migrant Education Program began a preschool program for migrant children at the college. By 1976, this had evolved into a day-school tutorial program. Since 1976, the regular-school-year program has evolved form sending tutors out from the college to schools in the local districts to a structure where tutors are hired locally in the participating districts. Although hiring tutors locally has advantages in terms of facilitating services to local schools, it makes it difficult for the program to conduct staff training. Presently, training is being done once a month centrally at the college, although the director would like to be able to do it more often.

The summer program has been in operation since 1973. It began as a camping experience program for the migrant students. In 1975, the focus shifted to a

school-based summer tutorial program. The program presently works in cooperation with the Department of Special Education at the college, training ten special education Master's candidates to work with migrants. Teaching in the summer program fulfills the requirement for a teaching practicum. The program is also working with the JTPA programs in Ulster and Orange Counties to get migrants into work-study. The Mid-Hudson program provides the students with one-half day of academic instruction and the JTPA programs place the students in part-time jobs.

THE PROGRAM

The Mid-Hudson Migrant Education Program operates year-round, offering in-school tutoring services and support services during the regular-school-year, and an in-home study, a day program and an evening program during the summer. The focus of this report is on the summer activities.

The summer day program operates at two sites, on the campus of the State University of New York College at New Paltz in Ulster County, New York, and at a high school in the town of Warwick in Orange County, New York. The summer evening program is also held at the high school in Warwick. The in-home tutorial program is operated out of the Mid-Hudson Migrant Education Program offices at SUNY College at New Paltz, using tutors who reside throughout the service area.

The summer program serves a total of 565 migrant students, of whom 199 are currently migrant (170 are Status I and 29 are Status II) and 366 are formerly migrant. The school-based program (including both the day and evening programs) serves 250 students (151 currently migrant and 99 formerly migrant) while the in-home program serves 315 (48 currently migrant and 267 formerly migrant). The majority of the school-based program participants attend services at the Orange County site, where 76 students are in the day program and 66 are in the evening program. The day program in Ulster County serves the remaining 108 school-based program participants in its day program. The summer day program also permits non-migrant children of the program staff to attend where space is available and ages are comparable so that the migrant students are integrated with nonmigrant peers to prepare them for integration in the schools in the region.

The summer program begins in June with the start-up of the in-home tutorial program (also called the Packet Program). Settled out children and current migrants who arrive before the end of the school year start on the in-home program and then go into the day program along with current migrants who arrive later.

The summer day program begins in early July and goes for six week. The program is limited to six weeks because it must be out of schools in time for the schools to be cleaned up and ready for fall classes.

Identification and Recruitment

Identification and recruitment are handled primarily by the State Identification and Recruitment Project recruiters. One recruiter handles Dutchess, Ulster, Putnam, and Westchester counties, another handles Orange and Sullivan counties. The one working in Ulster and Dutchess is a former migrant tutor who spends a lot of time educating school personnel about what migrant children's characteristics and needs are. The program receives a certificate of eligibility on each child from the recruiter. In addition, every spring the program sends a list of last years students to Florida. Contact persons in Florida counties let the program know which students will be returning and if there are any new migrant children the project should expect.

If the program knows a child is currently migrant (i.e., has last years certificate on file), the child will begin to be served even if the recruiter has not yet submitted the certificate of eligibility for this year. However, if the child is a former migrant, the program does not serve the child until a current certificate is on file. Approximately 80 percent of the students served are the same students served the preceding year.

The Mid-Hudson project has its own MSRTS terminal for enrollment. Turn around time for records from Little Rock is reported to average 48 hours. In addition to MSRTS, the Mid-Hudson program participates in New York State's own tracking system for migrant students.

Prioritization of Services

For formerly migrant participants and those currently migrant participants who arrive prior to the end of the regular-school-year, the regular-school-year teachers write out recommendations for summer tutoring which are given to the summer program. In addition, summer tutors and tutor supervisors complete a needs assessment on these children and any additional currently migrant participants who enter the program after the end of the regular-school-year. The staff complete a needs assessment form which records information on student retention in grade, achievement/criterion-reference test scores, classroom performance, credit deficiencies, and counseling needs. Staff also specify the student's need for or lack of need for specific program services on the form.

Instructional Services

At the end of June the in-home tutorial Packet Program begins. Each participant is provided with a packet of home-study materials and an individual log and calendar for monitoring progress. This year, the home-study materials are based on conservation. These are combined with materials to meet regular-school-year teacher recommendations about what the child needs. Tutors go to each participant's home once a week for at least one hour. (If a child is not also enrolled in the summer day program, the tutor visits more often.) Many of the tutors are the same tutors the children work with during the regular-school-year.

The summer day program begins in early July. The program operates Monday through Friday. Children are picked up by bus and arrive at the program site at 8:15 a.m. for a family-style breakfast provided by the program. At 9:00 a.m. teachers start taking the children to class. At mid-day, the program provides the students with a lunch and at 3:45 p.m. buses take the students home. Before boarding the buses, the program provides the children with a supper.

A major focus of the day program this summer has been on increasing the use of technology in the classroom. The program presently has computers available for all classes. In addition, the program has received an Eisenhower grant to implement a pilot Lego/Logo class, using materials and approaches developed at Harvard University. The class combines instruction in computer literacy with content instruction, and uses a hands-on, experiential approach to maintain student interest and involvement.

One session of the Lego/Logo class was observed during the site visit. The class consisted of 14 students and was led by the Lego/Logo instructor, assisted by two family teachers. There was also an aide present who was videotaping the class for program review and evaluation purposes. The presence of the videocamera did not seem to have any affect on student attention and engagement on task.

The class began with a 12 minute discussion by the teacher of the concept of a mathematical average, explaining that an average is the middle of a range of numbers. Children were shown how to add a set of numbers and divide by the number of numbers added in order to arrive at the average. They were then given several sets of numbers to mentally add and divide to find the average.

Following the discussion, students were given their Lego/Logo kits and instructed to build a remote controlled car. The Lego/Logo instructor and the family teachers circulated to help students. As each child finished building a car, he/she went into the hallway with one of the family teachers and ran the cars

three times for two seconds, measuring the distance the cars went each time. Then, with the help of the family teachers, the students added the separate distances and divided by three to arrive at the average distance the car went. Following this, each child's measurements were entered into a computer so that the average distance for the class could be computed. The Lego/Logo instructor also provided an explanation of the computer, emphasizing its use as a tool, i.e., that one could add up all of the distances for the class by hand but that computer was simply a faster way to accomplish this. Students were highly engaged in learning throughout the class. During the initial discussion period there were numerous questions from students and once the students began building their cars they became highly focused on what they were doing.

In addition to the day program, there is an evening program for junior high and senior high level students. The program operates from 7:30 to 10:00 p.m. at Warwick High School and offers students classes in English-as-a-second language, GED, and PASS.

At the end of the summer program, the teachers all complete student evaluations and summaries of what the child has accomplished during the summer sessions. These evaluations are then given to the students' regular-school-year teachers.

Support Services

Health. In the past, medical services were arranged through the Eastern Stream Migrant Health program. This year, however, arrangements are uncertain. At present, the program has a nurse at the day program every morning. Also, the New York State Department of Health is doing health/dental screenings for the migrant students. In addition, the Lion's Club provides glasses and dental exams and a local optometrist does screenings for free. The migrant students are also provided with a structured swimming program, the purpose of which is to teach water safety and prevent accidental drownings.

With respect to student nutrition, the program cooperates with the regional food bank and uses USDA donated commodities for its breakfast, lunch and supper program. In addition, more and more local merchants are giving produce, baked goods, and other foodstuffs to the program for meals. At holiday times, local merchants and churches provide dinners and clothing donations for migrant families.

There is also a network group for migrant services made up of representatives from the Mid-Hudson Migrant Education Program, the local WIC program, the family health center, and others who, together with representatives from the New York State departments of Labor and of Social Services visit the migrant labor camps to

provide information. The network group meets twice prior to the major summer influx of migrants into the community for planning purposes.

Counseling. There is an adolescent dropout program in Orange County which involves a soccer team. The participants play soccer and then, at the end of each soccer game there is a counseling session. The program involves 60 participants. Also, tutors go to the homes of dropouts to provide counseling and try to couple tutoring with a job. The tutors offer the students options for continuing their education, but do not push them into making a choice.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

The 1989-90 subgrant to the Mid-Hudson Migrant Education Program is $620,309. Of this sum, $216,813 are being used for the summer program. As shown below, most of these funds are being used for staff.

Personnel	$131,918
Fringe	29,306
Travel	5,000
Contractual	37,250
TOTAL DIRECT	$208,474
Indirect	8,339
TOTAL	$216,813

Staff

Including work-study students, the Mid-Hudson Migrant Education Program employs 86 staff members for the summer program. Below are listed the individual staff positions by program site, the number of individuals employed in each and the funding source used to pay for the position.

	Number	Funding Source*
a. Program-wide		
Director	1	a
Interstate counselor	1	b
b. In-home Summer Tutorial Program		
Instructional leaders	2	a
Tutors	10	a

c. Ulster County Day Program

Instructional leader	1	a
Practicum instructor	1	c
Special ed. liaison	1	c
Supervisor	2	a
Math/science consultant	1	d
Lego/Logo instructor	1	d
Computer instructor	1	a
Secretary	1	a
MSRTS specialist	1	a
Family teachers	6	c
Study group teacher	1	a
Work study supervisor	1	a
Family aide	1	c
Nutrition/cooking	1	e
Kitchen aide	1	e
Work study youth	11	10-f, 1-a
Swim instructors	2	a

d. Orange County Day Program

Instructional leader	1	a
Bilingual computer specialist	1	h
Secretary/records clerk	1	a
Custodian	1	a
Nurse	1	a
Home-school liaison	1	a
Life guard	1	a
Teachers	10	9-a, 1-h
Aides	6	a
Nutrition/cooking	1	e
Kitchen aide	1	e
Work study youth	5	3-a, 2-g

e. Orange County Evening Program

Instructional leader	1	a
Secretary/records clerk	1	a
Teachers	5	3-a, 2-h
Aide	1	a

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*Key to funding sources:

a. Chapter 1--Migrant Education 141 Funds
b. New York State Migrant Adolescent Program Funds
c. U.S. Department of Education Special Teacher Training Grant Funds
d. Eisenhower Math/Science Funds
e. USDA Summer Feeding Program Funds
f. Ulster County JTPA Funds
g. Orange County JTPA Funds
h. U.S. Department of Education Migrant High School Equivalency Funds

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The program director is an adjunct professor with the faculty of education of SUNY College at New Paltz and reports to the dean of education. The migrant program is essentially on the same level as the departments of elementary education, secondary education, and special education. The Ulster County practicum instructor and the special education liaison are both full-time faculty members of the faculty of education.

All of the instructional leaders and supervisors have master's degrees in education and are certified in instructional supervision. The family teachers are completing their master's degrees in special education and are teaching in the summer migrant program to fulfill the requirement for a teaching practicum.

The teachers at the Orange County site are all certified and several have master's degrees. The aides are not certified, but all work as tutors during the regular-school-year. The minimum requirements for the tutors in the in-home program are that they have a GED or high school equivalency; in reality, most are retired school teachers or college undergraduates. The program looks for tutors who are bilingual and who can work well with migrant students.

Migrant Education Facilities

The offices of the Mid-Hudson Migrant Education Program and the Ulster day program are housed in the Van den Berg Learning Center on the campus of the State University of New York College at New Paltz. The program offices consist of a large room on the third floor of the building for the secretary, MSRTS specialist and director. The office also has desks used by other staff members as needed, plus a library and the project's MSRTS terminal. There is also a separate room for the program's print shop where it produces its own instructional materials, and another room with additional facilities for producing instructional materials and storing the program's instructional computers. The Ulster day program uses seven classrooms in the education center, on the first and third floors, as well as the cafeteria. The day and evening programs in Orange County use the facilities of the Warwick High School.

PROGRAM EFFECTIVENESS

The effectiveness of the Mid-Hudson Migrant Education Program is evidenced by the 1988 results for participants in math and reading on the California Achievement Test, limited English proficient student scores on the Language Assessment Scales,

and criterion-referenced scores for computer literacy and career education. These results are shown in Exhibit 31.

PROGRAM TRANSFERABILITY

The Mid-Hudson Migrant Education Summer Program has a number of features which could be profitably replicated by other summer programs. Among these are the close coordination with regular-school-year instructional services; the use of computers in the classroom and the Lego/Logo instructional approach; and the emphasis on the use of teacher-made materials to target specific needs of individual students.

By soliciting recommendations for tutoring from regular-school-year teachers for both formerly and currently migrant students, and by providing regular-school-year teachers with an evaluation of each students progress over the summer, the Mid-Hudson program maintains close coordination of the services to individual students between the summer and regular-school-year programs. This is further enhanced for the formerly migrant students by the fact that many of the summer instructional staff members are the same people who work with the child during the regular-school-year.

The program director reports that she has found instructional technology such as computers and the Lego/Logo kits to be especially motivating for migrant children. The ongoing pilot Lego/Logo class shows promise of being a replicable activity. By engaging students in individualized, hands-on learning experiences which incorporate the specific subject matter of interest, students appear to find the learning process more enjoyable and become more involved in their work.

The program has also made a particular effort to develop the capacity to produce teacher-made instructional materials when needed. The program director actively encourages teachers to take advantage of this capacity, feeling that individualized materials are more likely to produce the desired results, particularly given the short time span available for instruction during the summer program.

EXHIBIT 31. Student Outcome Data for Summer 1988

A. NCE Scores on the California Achievement Test for reading and math (N=16)

Reading		Math	
mean pretest	26.8	mean pretest	29.1
mean posttest	46.6	mean posttest	49.9
difference	19.8	difference	20.8
significance	.001	significance	.001

B. Language Assessment Scales scores (for LEPs) (N=14)

mean pretest	681.0
mean posttest	794.4
difference	113.4
significance	.005

C. Criterion-referenced Scores for Computer Literacy (N=120)

mean pretest	2.9
mean posttest	7.0
difference	4.1
significance	.001

D. Criterion-referenced Scores for Career Education (N=140)

mean pretest	9.9
mean posttest	11.5
difference	1.6
significance	.001

XVI. MIGRANT EDUCATION PROGRAM, SNYDER (OKLAHOMA) PUBLIC SCHOOLS

The Snyder Migrant Education Project was designed as a holistic approach to providing services for migrant students. The major goal is to help students be successful in school by improving their cognitive skills and their self-esteem. The project is operated by the Snyder Public School District in Snyder, Oklahoma. The community of Snyder is approximately 135 miles southwest of Oklahoma City near the Texas border and has a population of about 2,000. It is an agricultural community specializing primarily in cotton, wheat, cattle, and related agribusinesses, with crops in nearby districts in peanuts, potatoes, pumpkins, and melons. The migrant farmworkers move with the crops and assist in plowing, planting, irrigating, and harvesting.

Snyder is a small, established community, which serves as a home-base for migrant farmworker families. The majority have lived in the community for a number of years and have relatives in the Snyder area. A number of migrant families own or rent their homes and a few live in subsidized housing. Only a small proportion of the migrant families are currently engaged in interstate agricultural work. In fact, of the 70 students enrolled in the migrant education program in 1988-89, ten were from currently interstate agricultural families, 25 were from currently intrastate agricultural families, and 35 were formerly migrant.

Concerted effort on the part of project staff to keep the community informed and keep the parents involved has resulted in strong community support for the project. Migrant students' gains are seen as community gains, since the majority of migrant students are from families who have lived in the community for a number of years.

The school district is administered by a superintendent and an assistant superintendent. The assistant superintendent is the director of the Migrant Education Project. There are 560 students in grades K-12 in three schools. One primary school has grade K-1, and one elementary school has grades 2-8. Both schools have the same principal, whereas the high school has grades 9-12 and has its own principal.

HISTORICAL DEVELOPMENT

During the planning stage for the Snyder Migrant Education Project in 1974-75, the district funded a needs assessment and the current project director wrote a proposal, which resulted in the project being funded for $14,059 in 1975-76. With these funds, a bilingual elementary migrant teacher and an aide were hired. The project director, the migrant teacher, and the aide visited several migrant projects in Oklahoma with the state coordinator when the project was first started. The project had about 15 students that year.

Over the next few years, the migrant student population increased. In 1979-80, a secondary component was added and a secondary aide was hired. Approximately 43 students were served with a budget of $28,468. Funding increased to $70,564 in 1980-81, during which time the project had three migrant education teachers to serve about 60 students. Funding peaked in 1983-84 at $76,052, and the project had three migrant education teachers and two aides.

A slow decline in funding began in 1984-85. With limited funds, a decision was made to put most of the resources into quality staff, and the project director's salary was assumed by the district. Funds for materials and supplies were limited, and equipment was no longer included in the budget. By 1986-87, the staff decreased to three migrant education teachers and one aide, and another teacher was dropped through attrition in 1988-89.

The Snyder project continues to have a positive impact on the migrant students in spite of budget cuts due to dedication of the staff and good management. However, the time that the migrant education teachers can spend with students has been reduced, especially at the secondary level.

THE PROGRAM

The holistic approach used in the Snyder Migrant Education Project addresses both the cognitive and affective needs of the students. The major goals of the program are remediation, self-concept improvement, and computer literacy. The specific objectives are:

- to increase student ability in reading/language arts and mathematics;
- to improve study skills;
- to increase computer literacy;
- to improve career awareness;

- to increase graduation rates;
- to increase the number of migrant students on the honor roll;
- to increase participation in extracurricular activities; and
- to increase parents' interest and involvement in their children's education.

The purpose of the first three objectives is to improve specific skills and performance. These objectives, along with the fourth and fifth, focus on improving the migrant student's career potential and chances for success in life. All eight objectives are designed to improve the student's self-confidence and raise their expectations.

The Snyder Migrant Education Project provides the following services: identification and recruitment, instructional services, counseling, health services, home-school coordination, extracurricular activities, and parent/community involvement.

Identification and Recruitment

Due to the size and relative stability of the community, identification and recruitment of new migrant students is not a major problem. Migrant students are usually identified when they enroll in school, since the names of new students whose parents are in farmwork are routinely given to the migrant education office. The records clerk/home-school coordinator contacts each family to determine if their children are eligible for program services. Students may also be identified through the MSRTS or referrals from teachers, principals, other staff, or someone in the community.

Prioritization of Services

Children of all migrant farmworkers are registered and qualify for the project, regardless of income or grade. Those having difficulty in the regular classroom are given additional help. All students currently being served by the project are from low income families, even though income is not a criterion for eligibility. Migrant students who are doing well in school but are from low income families may receive assistance with health services. Program staff are confident that all eligible school age children in the community have been identified, because the community is small and people know each other. The regular classroom teacher decides if a student needs remedial help through the migrant education program and the best time for the student to get the tutoring. A combination of data sources

are used to place students, including MSRTs records, standardized test results, and individual teacher tests and observations.

Instructional Services

The Migrant Education Project uses a tutorial approach that supplements regular classroom work and reinforces the regular school curriculum. The focus of the tutoring is in reading/language arts and mathematics. Some assistance is given in other academic subjects, such as social studies and science, if it is needed.

The program operates somewhat differently at the elementary and secondary levels, but in all grades the student is first placed with a classroom teacher so the teacher has loyalty to the student. The migrant education teacher coordinates with the classroom teacher on a regular, informal basis and follows his/her lesson plan.

Remediation is based on the student's instructional level with an effort to keep the instruction challenging and still allow for success. Students are initially grouped for instruction based on results of the Metropolitan Achievement Test 6 (MAT 6) in reading/language arts and mathematics. Other diagnostic tools are also used, such as the Gates-MacGinite Reading Test and the Stanford Diagnostic Math Test. The classroom teacher's evaluation of student performance is another important factor considered in placement.

Seven of the migrant students are also special education students. These students are placed with certified special education teachers. The migrant education teachers then work closely with the special education teachers so that the tutoring is at the appropriate instructional level.

Student groups change frequently to assure that the students are being challenged. Since most of the migrant students reach a stage in their development when they can function in the regular classroom without the extra tutoring, the number of students being helped at any given time fluctuates. However, no more than ten students are served at a time.

An effort is made to establish a positive climate for learning. Migrant project staff are enthusiastic and interested in the students, and the students know they are in the program to learn. Regular classroom teachers are encouraged to have positive expectations of the migrant students, and the migrant education project staff share the accomplishments of the migrant students with the classroom teachers. The classroom teachers are invited to functions given by the migrant education project and are treated as special guests.

The migrant education project policies and practices are designed to foster the development of sound character and the ability of students to work in a disciplined and purposeful manner. Students participate in establishing firm but fair rules for appropriate classroom behavior, and teachers model that behavior. Maximum use is made of learning time, with 80 percent of time "on task," classroom interruptions kept to a minimum, and transition time kept on schedule with the regular academic flow.

Students receive positive feedback for good performance in several ways, including regular feedback and reinforcement on their progress. This can be done almost daily because of the individualized instruction, in which each student is expected to reach a learning objective before the next one is begun. Student excellence is recognized and rewarded through such things as verbal and written praise, treats, display of work during open house, nomination to the honor roll, and other academic awards for excellence.

The migrant education teachers grade the students, but these grades are given to the classroom teacher not to the students. The classroom teacher takes these grades into account when issuing report cards.

Importantly, the migrant education teacher provides guidance and support for the students but does not do their work for them. Typically, the student brings his/her mathematics, reading, language, or other homework to the tutorial. The migrant education teacher explains the work to the student, then lets the student try it. If there is a problem, the migrant education teacher goes over the work again with the student.

The above characteristics are typical of the overall migrant education project in Snyder. In grades K-1, migrant students are served in the second semester, if assistance is needed. During the site visit for the case study, all of the migrant students participating in the project were in grades 2-12. Some of the differences in the approaches used at the elementary and secondary levels are summarized below.

Grades 2 to 6. For grades 2 to 6, migrant education is a pull-out remedial tutorial. Input from the classroom teacher and the results of the Metropolitan Achievement Test 6 are used to determine the student's needs. The classroom teacher also decides when the student will attend the tutorial. The number of students the migrant education teacher has fluctuates depending on student needs. At the time of the site visit, the elementary migrant education teacher had 27 students.

The pull-out occurs during classroom instruction in non-academic subjects such as health, but fifth and sixth graders can attend the tutorial during study hall. Students who are having a lot of trouble may attend the tutorial more than one period a day.

Three migrant education students in grades 2 to 6 during the past academic year were also special education students who were deficient in mathematics or reading. Migrant education students needing assistance in addition to special education are referred by the special education teacher to the migrant education teacher who uses the special education teacher's lesson plan and works with the special education teacher in assisting the student.

Grades 7 to 12. At the secondary level, the migrant education project utilizes a replacement approach for students functioning at or below the 25th percentile, and a limited pull-out program for those functioning above the 25th percentile but below the 50th percentile. Learning activities include: (1) individualized activities at learning centers; (2) small and large group activities; (3) multiple classrooms working together on special projects; (4) older students helping younger students; (5) one-on-one tutoring; and (6) provision of special education services.

The students receive tutoring during a free period or through an extended day program. In high school, students have to take their basic academic courses in the classroom, but most have a free period or study hall when they can attend migrant education. Junior high students have more required subjects and less free time, which presents more problems for scheduling.

The number of students the secondary migrant education teacher has also fluctuates, depending on student need. At the time of the site visit, the secondary migrant education teacher had 14 students, four of whom were receiving special education services.

The secondary migrant education teacher coordinates with the classroom teacher for the students who are not in special education and with the special education teacher for the special education students. The special education teacher has the students for all academic subjects, but the students go to a regular classroom for their other subjects.

The program has a study skills unit to assist students in developing good study habits and to prepare them to be test-wise. An inservice was given for all staff and a facilitator center was established to teach these skills to the students.

The secondary migrant education teacher uses five computers to assist the students in learning language arts, mathematics, history, and science (human

biology). Students can work independently on the computers because their work is scored automatically, while the migrant education teacher provides individual tutoring for other students. According to the migrant education teacher, computer learning is especially effective with high school special education students who have a short attention span.

Most of the materials used for the tutorial are prepared by the migrant education teacher and are based on classroom assignments given by the regular classroom teacher. For example, assistance is provided using the classroom text or workbook. Sometimes materials are provided by the school.

The secondary migrant room has individual study areas, a computer table, and two group tables. The students have access to a photography dark room where they can process their own films. There is also a small area for library books and reference materials they may need.

Support Services

Counseling. Career and academic counseling are provided for migrant students in grades 7 to 12 by the director of the Migrant Education Project who, among other things, is a credentialed counselor. This is supplemental to the counseling provided to all students through the school system. The purpose of the migrant education counseling is to improve the students' academic performance and broaden their horizons, which has resulted in more migrant students pursuing post-secondary education and fewer requiring academic or behavioral discipline.

Health Services. Health services for migrant students are coordinated by the project's records clerk/home-school coordinator. Most health services for migrant students are provided through existing school and community programs. This includes regular school checkups given by a state health nurse, who visits the school in the Fall, and a local doctor and dentist. These health service providers tell the home-school coordinator if any of the migrant students have problems and give a recommended treatment or referral. The home-school coordinator, in turn, advises the parents.

If the parents cannot afford to provide the necessary medical or dental care, the home-school coordinator assists the family in getting help. One of the primary sources of help is the county health department, which is located in the county seat. The home-school coordinator provides transportation, if it is needed. Referrals are also made to a health clinic that is held by a visiting nurse in the public housing project. This clinic is supported by federal funds. If a migrant

student needs glasses or a hearing aid and is from a low-income family, the migrant education program will pay for an examination and the glasses or hearing aid.

The records clerk/home-school coordinator is also responsible for keeping the MSRTS Health Data Entry Forms up to date and following through on any health care that is indicated on the MSRTS record when the student arrives in the district.

Home-School Coordination. The records clerk/home-school coordinator is the central contact person for most communication between the school and the migrant parents. Quarterly home visits are scheduled, but most are on an as needed basis. Some visits are to help parents fill out forms and others relate to such things as their children's attendance, school work, and health. The home-health coordinator also tries to bring the parents good news by telling them when their children are doing well and when good things are happening at school.

The home-school coordinator makes an effort to establish and maintain rapport by making the parents feel comfortable, being open and honest with them, and letting them know where she can be reached. During the home visits, she discusses with the parents the importance of their children's education, attending school regularly, and doing well in school.

Parent/Community Involvement. One project goal is to improve parent involvement in their children's education. Project staff also try to maintain community support. Several activities are conducted for these purposes.

The project has a Parent Advisory Council (PAC) which holds meetings four times a year. The PAC provides input regarding the needs, implementation, and evaluation of the migrant project. Parents also participate in the statewide parent advisory meetings, one of which was held during the site visit.

The home visits discussed previously reach the most parents because not all parents attend the PAC meetings. Even though notes and memos are sent home or mailed, many parents cannot read or understand them. Also, many do not have telephones. More home visits are, therefore, targeted to parents with limited literacy skills, especially those who do not have telephones. School-related information is given in these home visits, such as children's progress, school activities, parent/teacher conferences, and ways parents can help their children.

Parent/teacher conferences are held four times a year during which time parents and teachers discuss the student's progress. Parents are again asked to encourage their children and support their education, especially in completing homework.

The community is kept informed about the migrant education project through an open house in October and presentations made by the project director before various civic organizations. Each year's activities are highlighted in a scrapbook that is displayed at these events. Information is also disseminated to the community by area newspapers and radio stations and at faculty, PAC, and staff development meetings. As a result, both parents and the community are very supportive of the project.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

The project's 1988-89 budget was $43,705 to serve 70 students, with most of the funds going to salaries for an elementary and a secondary migrant education teacher. Migrant children in grades K-1 are served through Chapter 1--Basic funds.

Staff

The staff of the Snyder Migrant Education Project consists of a director/counselor, an elementary teacher, a secondary teacher, and a records clerk/home-school coordinator.

The director/counselor has worked for the school district for 14 years. In her capacity as assistant superintendent, she oversees all federal programs. She has an Ed.D. and is credentialed in elementary and secondary education, English, administration (elementary principal), guidance and counseling, and psychometry. Her doctoral dissertation was on migrant education. She and her husband worked as migrant farmworkers for about four years harvesting wheat and corn in Oklahoma, Kansas, Nebraska, South Dakota, and Montana. She is responsible for the overall management of the Snyder Migrant Education Project, preparing budgets, submitting applications for special projects, hiring staff, and evaluating programs. Roughly 10 percent of her time is billed to the migrant education program, although she estimates that she devotes more time than that to the program. (At the time of the site visit, although working on matters relating to the program, she was billing no time to migrant education.)

The elementary migrant education teacher has taught in the Snyder schools for six years. She has a bachelor's degree and is certified in elementary education. She tutors migrant students in grades K to 6.

The secondary migrant education teacher has 15 years experience in secondary education. He has a bachelor's degree and is certified in secondary education.

The records clerk/home-school coordinator is a high school graduate with clerical training. She has worked for the school system for seven years. Previous to her current position, she was an aide for grades K-6 in Chapter 1--Migrant and Chapter 1--Basic. She has been the records clerk for the MSRTS and the home-school coordinator, which includes coordination of health services, for the past three years. Thus, she is the person who has regular contact with the migrant parents for all services.

A number of migrant education staff development and coordination activities are conducted on a regular basis. These activities include an extensive inservice during the first three days of school and an annual statewide inservice in September. In addition, the administration and staff hold weekly meetings, and the secondary migrant staff meet each Monday.

All of the migrant education staff have participated in a number of staff development activities, such as state and regional conferences and workshops, inservice training, and meetings. The director/counselor has also attended national inservice training workshops. The workshops cover a number of content areas, the MSRTS, how to recruit, and other topics. The records clerk/home-school coordinator has had the most detailed training, which is continually updated, because she has to maintain the MSRTS.

Migrant Education Facilities

Since the migrant education project director is the assistant superintendent of schools, her office is in the district building which is within close proximity to the elementary and secondary school in Snyder. The migrant education office, where the records are kept, is in a building adjacent to the elementary school. The office is small, but pleasant and is easily accessible to school personnel and parents. The migrant education teachers work in classroom-type settings that are close to the classroom teachers with whom they interact.

PROGRAM EFFECTIVENESS

Student progress is monitored in several ways. Teachers give unit tests weekly to ensure that the students are properly placed and are mastering the material. Diagnostic pre-/posttests in reading/language arts and mathematics are also

given for placement and to assess progress. The Metropolitan Achievement Test 6 (MAT 6) is given each Spring to evaluate student progress and the project.

Several informal procedures are also used to monitor student progress. Teachers and aides observe student performance on directed teaching, such as mathematics and reading comprehensive worksheets, and student needs are identified through patterns in the types of errors they make. Additionally, the migrant education teacher talks with the student, the parents, and the classroom teacher.

Earlier, a formative evaluation resulted in the identification of several student needs which were added to the project. These include career awareness, computer literacy, a study skills unit, a reading series emphasizing comprehension, computer software emphasizing math problem solving skills, and an extended day for secondary migrant students.

Project effectiveness was indicated by normal curve equivalent (NCE) gains in reading/language arts above the state and national averages. The average gains in reading and math on the MAT 6 for grades 7-12 are shown in Exhibit 32.

EXHIBIT 32. NCE Gains in Reading and Math for Three Academic Years

Reading

Year	Test*	Average NCE Gain by Grade					
		7th	8th	9th	10th	11th	12th
83-84	GM	2.8	4.5	0.3	6.0	7.0	8.0
84-85	GM	1.0	4.0	4.8	0.7	9.8	9.5
85-86	MAT6	16.7	5.6	4.5	14.7	11.6	3.0

Mathematics

Year	Test*	Average NCE Gain by Grade					
		7th	8th	9th	10th	11th	12th
83-84	MAT	14.5	8.5	8.2	**	4.7	**
84-85	MAT	18.8	14.7	10.6	5.7	**	11.1
85-86	MAT6	**	16.4	14.1	6.3	6.9	**

Note: Ns were not available.

*GM - Gates-MacGinitie Reading Test
MAT - Metropolitan Achievement Test
MAT6 - Metropolitan Achievement Test 6

**Indicates no test available. There were no secondary migrant students needing mathematics instructional services at those grade levels.

The graduation rates for migrant students served by the project for 1983-1986 were: 1983 - 100 percent (N=43), 1984 - 97.7 percent (N=43), 1985 - 86.9 percent (N=20), and 1986 - 97.8 percent (N=46). Also, there were increases in the number of migrant students who were on the honor roll, who participated in extracurricular activities, who attended school regularly, and who tested out of the program. In addition, parents, students, migrant education staff, and regular school staff all reported in interviews that migrant students and their parents had more positive attitudes toward education and higher educational expectations due to the project.

PROGRAM TRANSFERABILITY

An outstanding feature of the Snyder Migrant Education Project is the holistic approach to student needs that is used. This approach, undoubtedly, stems from the counseling background of the director who designed the project. She noted from the research literature and her own experience with academically disadvantaged, low income migrant students that their low self-esteem created a barrier to their cognitive growth. Thus, an emphasis is placed on building self-confidence, creating a positive learning environment, recognizing and rewarding achievement, and getting the parents to understand and reinforce what the school is doing for their children.

From a funding perspective, this project model is especially good for small school districts similar to the one in Snyder. Limited project resources were used creatively, with the major portion going for staff. Some staff served dual roles; for example, the project director was also the counselor, and the records clerk additionally served as home-school coordinator.

XVII. MIGRANT EDUCATION PROGRAM, McALLEN (TEXAS) INDEPENDENT SCHOOL DISTRICT

The McAllen Independent School District's Migrant Education Program is located in Hidalgo County in the lower Rio Grande Valley of Texas, eight miles from the Mexican Border adjacent to the old Mexican town of Reynosa. The population of McAllen in 1988 was 91,881. McAllen, and the surrounding areas of Pharr and Edinburg, is the third fastest growing area in the state and ninth in the nation. Forty-seven varieties of fruits and vegetables are packed and shipped from McAllen, in addition to food equipment, rubber products and medical equipment. The majority of the year-round residents are of Hispanic background.

There are 27 public schools in the McAllen Independent School District: 19 elementary schools, 6 junior high schools and 2 senior high schools. In addition, there are private and parochial schools, vocational schools, a regional school for the deaf, an instruction and guidance center for special education students, an alternative school, and a teenage parent alternative program. The district also operates a pre-kindergarten program for 1,150 students. The total student enrollment in this district is approximately 20,700 students.

HISTORICAL DEVELOPMENT

The McAllen Migrant Program dates back long before the federal government's funding for migrant children came into being. McAllen was one of the earliest pioneers in school programs for migrant children. Those school districts in the lower Rio Grande Valley that had a high concentration of migrant children provided either a seven month school program or enrichment programs. The seven month program operated for approximately 135 days, with an extended day program, so that the students could receive the same number of instructional hours as those children who did not leave the district. Migrant children were taught in self-contained classrooms, but participated with nonmigrant children in other school activities. In the enrichment programs, migrant children were placed with nonmigrant students but spent an extra hour of time in school in an instructional program.

Many changes have taken place over the last 25 years in program content. The same person has been the superintendent for the past nine years. He is a former migrant himself and is very much concerned for all his students. He gives credit to the concerned efforts of the staff, the school board, the parents and the

community for the progress made over the years. The migrant education program is an integral part of the whole school. Migrant students are not separated from their nonmigrants peers nor are slow learners separated from those at or above grade level.

THE PROGRAM

McAllen serves as a home-base for approximately 2,600 migrant children, approximately 13 percent of the district's 20,700 school aged children. Of these 2,600 migrant children, 1,470 (55 percent) are classified as currently migratory and 1,140 (45 percent) are classified as formerly migratory. Four hundred and eight migrant students are being served in grades pre-kindergarten to sixth, 539 in junior high, and 614 in high schools (30 in language development magnet schools). While there are migrant children in each of the 27 schools, only the 1,561 migrant students (937 current and 624 former) in the ten schools with the highest concentration of students are being served by the program. The other seventeen schools have enrollments of migrant children ranging from 10-98 per school.

Identification and Recruitment

All of the migrant students served in the McAllen School Districts are Hispanic. (Last year there was one black student.) As mentioned earlier, 45 percent are classified as formerly migrant and 55 percent are currently migrant. The responsibility for identifying these students rests with the program's six MSRTS clerks. The home-school liaison/recruiter is also responsible for following up on any new families that move to the McAllen School District to engage in farm-related work, including recent arrivals from Mexico. These currently migratory children are given first priority for program services.

Information about new families may be received from school secretaries, from church personnel, from the Texas Migrant Council, or from other migrant families. The recruiter visits the family to obtain the necessary information and submits the information to the MSRTS clerks for transmittal to Little Rock. Because so many families return to McAllen when there is little or no farmwork available elsewhere, McAllen bases its eligibility data on the family's last move where they worked on a farm.

Prioritization of Services

Students are first placed with a classroom teacher and then tested for academic needs. Decisions on the placement of individual students are made by a team composed of the principal, the campus-based facilitator, the classroom teacher, and the migrant teacher/tutor.

The selection criteria for program services differ by grade level. For first graders, students with a Language Assessment Scales I (LAS) score of level 5 or below are eligible to participate in program services. The priority in second grade is to service the most needy students, i.e., those scoring at level 6 or below on the Macmillan Assessment Instrument.

Similarly, in third grade through sixth grade, priority is given to those students showing the most need, such as those with a score of 50 NCEs or below in Total Reading. Educationally needy migrant children in grades 1 though 6 are served by a foundation program classroom teacher and a migrant-funded instructional aide. Tutorial assistance for migrant students in grades 6 though 12 is available on an as-needed basis.

Instructional Services

Early childhood services. The McAllen program serves about 20 four-year old children in a bilingual pre-kindergarten program at one of the elementary schools in a foundation program classroom with a migrant instructional aide. The program also serves about 50 five-year-old migrant children at two elementary schools in two bilingual kindergarten classes staffed by foundation classroom teachers and migrant-funded instructional aides.

Instructional aides. Migrant children in grades 1 though 6 are served in a foundation classroom with a migrant funded instructional aide who is under the supervision of a certified teacher. Instructional programs are operated in self-contained classrooms; either in a regular or excess-cost setting. Typically in the elementary schools in which programs are conducted for migrant students, special personnel are assigned to enhance student learning. These may consist of counselors, speech therapists, instructional aides, resource teachers, nurses, nurse's aides, librarians, physical education instructors, music teachers, social workers or a MSRTS clerk. Elementary schools are provided with foundation program teachers and migrant instructional aides. These aides are in classrooms and work along side of classroom teachers providing supplemental help to those migrant students in need of special assistance.

Tutorials. One of the key elements of the McAllen program for junior and senior high migrant students is the tutorial program. Forty part-time university students (the majority of whom are former migrants), part-time teachers and peer tutors are employed. The teachers not only tutor students but serve as coordinators of the program. Services are available to every student who seeks assistance. For secondary-level students these services are available before, after, and during school hours on a pull-out basis. Space has been made available and students feel free to come whenever they do not understand special assignments or need help with reports or tests. Services are also held two nights a week at three centers (local elementary schools), for students at risk. The centers are staffed by two or three tutors/teachers. Tutorial assistance for elementary level students is provided in their regular classrooms.

Counseling

Migrant Student Leadership Seminars. For a number of years, the district, not unlike thousands across the country, has had migrant students who have not experienced success and have dropped out of the school system to continue the migratory lifestyle of their parents. These students-at-risk are those who are failing two or more subjects and have poor attendance. In order to combat this problem of drop out, leadership seminars were designed whereby students are motivated to be more responsible for their education and their future. The program selects 30 students who, with 6 counselors, go on a weekend retreat. A team of counselors conducts training programs providing the student with leadership experiences. Parents are invited to participate in pre-seminar orientation programs and then both parents and students are involved in follow-up sessions. This year, there will also be weekend retreats for parents, covering such areas as Study of Self, Bonding Skills, How to Work with Self and Others and How to Put Skills to Work - Futuring.

Health

Dental and medical services are provided to students in pre-kindergarten to twelfth grade. Nurses provide screening, tests and shots, and also make trips to clinics for scheduled appointments and for emergencies. The nurses are also responsible for updating immunization records and MSRTS health records. Free breakfast and lunch is available for qualified students, as well as vision and hearing screening and followup care.

Parent/Community Involvement

McAllen has long recognized the need for support by parent and community groups. Every effort has been made to involve the parents in decisions affecting their children. Teachers and parents participate in many activities involving drug counseling, nutrition and dental programs, and activities designed to develop parenting skills. The community is now better informed about school programs through the "Partners in Excellence Program," whereby over 150 community organizations and business leaders are providing not only financial support but also human resources to assist students.

Community Evening Study Centers also serve the parents. English as a second language classes are conducted. Parents are also offered classes in practical approaches to developing positive family relationships.

There are several other programs which have helped involve parents. "In School with Your Child" allows parents to participate in classroom observations. "Alliance of Parents and Teachers" involves parents in basic skills instruction for their children. "Systematic Training for Effective Parenting" focuses on parenting skills. "Parent Contracts" encourage study periods in the home. Parents also serve as classroom aides.

FUNDING, ADMINISTRATION, AND FACILITIES

Budget

Of the $1,316,331 funds provided to operate this project in 1987-88, 89 percent was earmarked for payroll costs. For the 1988-89 school year there was a 20 percent reduction of funding for a total allocation of $1,053,065, of which approximately 85 percent is used for staff. The 1988-89 school year brought a decline in the migrant student population and, thus, a decline in funding statewide in Texas. In addition, McAllen received a greater reduction than other Texas school districts because it did not qualify for supplemental funds for the improvement of TEAMS scores, since McAllen migrant students performed well on the TEAMS Test. Also, because there was a higher than average graduation rate for migrant students, the district did not qualify for funds for dropout prevention.

Staff

The staff of the McAllen Migrant Education Program consists of 19 professionals and 41 paraprofessionals. The position titles and number of staff are:

Professional staff

1 Administrator (20 percent migrant funded)
1 Program Coordinator
1 Parent Involvement Specialist (50 percent migrant funded)
7 Nurses (2 FTEs funded Chapter 1, regular, migrant and local)
5 Counselors
4 Tutor Teachers

Paraprofessional Staff

13 Instructional Teacher Aides
2 Tutorial Aides
1 Pre-kindergarten Aide (25 percent migrant funded)
2 Kindergarten Aides
1 Nurse's Aide
1 Audio-visual Equipment Aide (25 percent migrant funded)
1 Processing Clerk
3 Counselor's Clerks
5 MSRTS Clerks
7 Community Aides (1 50 percent migrant funded)
1 Computer Clerk
2 Vocational Office Education Students
1 Secretary to the Coordinator
1 Secretary to the Administrator (20 percent migrant funded)

The project administrator reports to the district federal program's coordinator who, in turn, reports to the assistant superintendent for instruction.

A key element contributing to the success of the program is the use of facilitators. At each of the school campuses there is a campus-based facilitator who is a curriculum specialist and ranks just below the assistant principal. The duties of the facilitators include: (1) implementing the basic skills curriculum; (2) coordinating special programs (migrant, bilingual, special education) with regular classroom activities; (3) assisting in the selection of instructional materials; (4) coordinating staff development; and (5) assisting in determining appropriate student placement and instructional programs.

Migrant Education Facilities

The offices of the migrant education program are located behind the main school administrative building in a self-contained, portable building. The facility is air-conditioned and houses the migrant supervisor, her secretary, the MSRTS staff, the home/school community aides and the parent involvement coordinator, each having separate offices. The space is well-decorated and has a warm atmosphere.

At most of the program sites, tutors have been provided with adequate classroom space in centrally located rooms in the schools. Schools in the district are very modern, well-equipped, and very cheerful. Evening programs operate in neighboring elementary schools, making it easy for children and parents to drop-in when assistance is needed from a tutor.

PROGRAM EFFECTIVENESS

The 1987 NCE results on the California Achievement Test, the most recent available results, for participants in the McAllen program were mixed showing both gains and losses at different grade levels. The results from the 1987 Texas Educational Assessment of Minimum Skills (TEAMS), however, did show a positive picture for participants. The results are given in Exhibit 33. As these data show, McAllen participants showed from 48 to 95 percent mastery of math, reading and writing objectives in grades 3, 5, 7 and 9.

EXHIBIT 33. Results for McAllen Participants on the Texas Educational Assessment of Minimum Skills for 1987

	Math Objectives		Reading Objectives		Writing Objectives	
Grade	N	% Mastering	N	% Mastering	N	% Mastering
3	131	95	125	70	125	73
5	155	88	152	80	152	76
7	173	82	163	73	164	64
9	183	72	187	59	187	48

PROGRAM TRANSFERABILITY

Among the strong points of the McAllen Migrant Education Program which other programs might want to consider replicating are its secondary level tutorial program and its migrant student leadership conferences. Junior and senior high students benefit from the availability of academic assistance whenever they want it at any time before, after, or during school hours.

The migrant student leadership conferences attack the problem of migrant student dropout by involving parents in the effort to keep students in school and by providing students with counseling in a pleasant setting during a weekend retreat.

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